DOCUMENT RESUME

ED 091 702 CS 201 295

AUTHOR	Burt, Forrest D., Ed.; King, Sylvia, Ed.
TITLE	Equivalency Testing: A Major Issue for College English.
INSTITUTION	ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
PUB DATE	May 74
CONTRACT	NE-C-0-72-4636
NOTE	68p.
AVAILABLE FROM	National Council of Teachers of English, 1111 Kenyon Rd., Urbana, Ill. 61801 (Stock No. 02222, $1.25 non-member, $1.15 member)
EDRS PRICE	MF-$0.75 HC-$3.15 PLUS POSTAGE
DESCRIPTORS	College Credits; *Colleges; Educational Trends; English Instruction; *Equivalency Tests; Professors; Student Evaluation; Student Placement; Testing Programs
IDENTIFIERS	CLEP; College Level Examination Program

ABSTRACT

The topic of this booklet is the current programs in equivalency testing in English, their inherent problems and any possible solutions. Papers which were presented orally at the Texas Conference on Placement, Exemption, and Credit in English consist of "Societal Demands for the Program of Placement, Exemption, and Credit"; "Grounds for Confidence in Using Standardized Tests"; "The Relationship between the Professor and the Academic Vice President's Office in Terms of Credit by Examination"; "The Relationship between the Professor of English and the Director of the Counseling and Testing Center"; "The Professor-The Key to the Program of Placement, Exemption, and Credit in English"; and "The Roles of the College or University in the Program of Placement, Exemption, and Credit in English." Also included are "Equivalency Testing in College Freshman English: A Report and a Proposal"; "Politics of CLEP and Other Equivalency Examinations: Resolutions of ADE-Bradley Conference"; and a chart on English testing practices in Arkansas, Louisiana, Oklahoma, and Texas. (JM)

EQUIVALENCY TESTING

A Major Issue for College English

ED 091702

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

Edited by
Forrest D. Burt and Sylvia King
Texas A&M University

ERIC Clearinghouse on Reading and Communication Skills
National Institute of Education

National Council of Teachers of English
1111 Kenyon Road, Urbana, Illinois 61801

CS 201 795

NCTE EDITORIAL BOARD Richard Corbin, Charlotte S. Huck, Richard Lloyd-Jones, Roy C. O'Donnell, Owen Thomas, Robert F. Hogan *ex officio*, Paul O'Dea *ex officio* STAFF EDITOR Linda Jeanne Reed STAFF DESIGNER Norma Phillips Meyers STAFF TYPESETTER Barbara L. Kittle

Library of Congress Catalog Card Number LC 74-75629
ISBN 0-8141-0222-2 NCTE Stock Number 02222

Published May 1974
ERIC Clearinghouse on Reading and Communication Skills
and
National Council of Teachers of English
1111 Kenyon Road, Urbana, Illinois 61801
Printed in the United States of America

The material in this publication was prepared pursuant to a contract with the National Institute of Education, U. S. Department of Health, Education and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Prior to publication, the manuscript was submitted to the National Council of Teachers of English for critical review and determination of professional competence. This publication has met such standards. Points of view or opinions, however, do not necessarily represent the official view or opinions of either the National Council of Teachers of English or the National Institute of Education.

Contents

Foreword v

Introduction–Equivalency Testing: A Major Issue for College English vii
Forrest D. Burt

Editorial Policy x
Sylvia King

Acknowledgments xi

Societal Demands and the Role of the Professor

Societal Demands for the Program of Placement, Exemption, and Credit 1
John O'Hearne

Grounds for Confidence in Using Standardized Tests 5
Ernest Kimmel

Equivalency Testing and the Professor

The Relationship between the Professor and the Academic Vice President's Office in Terms of Credit by Examination 9
Haskell M. Monroe, Jr.

The Relationship between the Professor of English and the Director of the Counseling and Testing Center 12
Auston Kerley

The Professor–The Key to the Program of Placement, Exemption, and Credit in English 14
W. David Maxwell

Current Trends and the Professor

The Roles of the College or University in the Program of Placement, Exemption, and Credit in English 17
Lorrin Kennamer

Equivalency Testing in College Freshman English: A Report and a Proposal 28
Edward M. White, with an introduction by Albert Serling

English and Equivalency Testing

Politics of CLEP and Other Equivalency Examinations: Resolutions of ADE–Bradley Conference 47
James Ballowe

Testing Practices in English 51
Chart on Testing Practices in English inside back cover
Forrest D. Burt and Sylvia King

Foreword

The National Institute of Education (NIE), recognizing the gap between educational research and classroom teaching, has charged ERIC (Educational Resources Information Center) to go beyond its initial function of gathering, evaluating, indexing, and disseminating information to a significant new service: information transformation and synthesis.

The ERIC system has already made available—through the ERIC Document Reproduction Service—much informative data, including all federally funded research reports since 1956. However, if the findings of specific educational research are to be intelligible to teachers and applicable to teaching, considerable bodies of data must be reevaluated, focused, translated, and molded into an essentially different context. Rather than resting at the point of making research reports readily accessible, NIE has now directed the separate ERIC Clearinghouses to commission from recognized authorities information analysis papers in specific areas.

Each of these documents focuses on a concrete educational need. The paper attempts a comprehensive treatment and qualitative assessment of the published and unpublished material trends, teaching materials, the judgments of recognized experts in the field, reports and findings from various national committees and commissions. In his analysis he tries to answer the question, "Where are we?"; sometimes finds order in apparently disparate approaches; often points in new directions. The knowledge contained in an information analysis paper is a necessary

foundation for reviewing existing curricula, planning new beginnings, and aiding the teacher in *now* situations.

This booklet focuses on college-level examinations in English which, if passed, are equivalent to passing a course of study. The progress, history, implications, and implementation are thoroughly examined.

Bernard O'Donnell
Director, ERIC/RCS

Equivalency Testing: A Major Issue for College English

Equivalency testing—predominately College Level Examination Program (CLEP)—is a central issue with professors, especially English professors. Recently, English conferences, workshops, and panel discussions focused on topics ranging from the professor's role in testing programs to the politics of CLEP.[1]

Teachers in schools throughout the nation struggled for answers and solutions to the problems and the questions of equivalency testing in English. At first we were not aware how many English teachers shared our concern that testing programs be established solely for academic reasons, that they benefit the student in an intellectual and academic manner, that they not only be designed by English teachers but that decisions concerning their use and value be made by English teachers. Conferences, workshops, and programs resulted, each making us more aware of the scope of this issue for the English discipline.

During the first of these early meetings we witnessed the emotional outbursts one could expect from human beings facing new issues. One participant, for instance, insisted: "Let's not allow them to force us into anything!" Gradually, though, the talk became more reasonable: "How can we trust tests—we don't know our tests well enough to trust them!" and "If the student is not required to write on an equivalency test, how do we know he can write?"

[1]See "College-Level Equivalency Exams in English Draw Fire," by Edward R. Weidlein, *The Chronicle of Higher Education* 7 (March 12, 1973):1, 6.

Our stereotypes, we found, could not survive these meetings. Test specialists, instead of preventing us from meeting and making certain that our influence was minimized, actually assisted and encouraged us in our efforts. College and university administrators sent us to meetings, financed our programs, and rewarded our work with their interest.

Changes had taken place so quickly and conditions had developed so suddenly that we–test users, test makers, and administrative leaders–became aware that there were distinct and obvious dangers forthcoming if we did not work together, and definite advantages if we did. At some schools it was necessary for professors to make conditions known in a forceful and emphatic manner, while at others attention to this issue came about naturally and in a spontaneous manner. We began to see strength in cooperating with each other and value in understanding the student's unique experience.

The Texas Conference on Placement, Exemption, and Credit in English (1972) was termed the first conference to consider a range means of accomplishing a testing objective (rather than a single means). The theme, "The Professor: Key to the Program," centered the attention of the participants–English professors, test specialists, college and university administrators–on the role each individual plays in a testing program. In a letter of November 21, 1972, William T. Lenehan, professor and director of freshman English at the University of Wisconsin in Madison, commented on this theme: "I think the question . . . is far more vital in terms of long-range pedagogical planning than the dozens of questions about teaching methodologies we have been focussing upon."

Testing organizations–especially Educational Testing Service (ETS) and College Entrance Examination Board (CEEB)–have led in bringing the units of the colleges and universities together on the issue of equivalency testing. They have always considered the professor as the key figure in the testing program. The professor is involved at every step in their creation of a test–its content, its design, its validity, its reliability.

But in the day-to-day administration and decision-making process–setting the cut-off scores, deciding the type of test to be used for a particular purpose, deciding how, if at all, a test should be supplemented, and deciding when to commence a testing program–the professor is not always considered the central figure. Other concerns, often primarily financial in nature (both in the form of more efficient use of college and university funds and in lower costs to the student as a recruitment appeal), have led many administrative leaders to lose sight of academic considerations–to forget the professor and, unfortunately, to forget the academic needs of the student.

In 1972 and 1973 these concerns for equivalency testing in English

surfaced in the form of meetings, reports and proposals, surveys of testing practices in English, and resolutions. They began with the Texas Conference on Placement, Exemption, and Credit in English (1972, Texas A&M University, Forrest D. Burt, director, Curtis E. Schatte, program director) and the California Report and Proposal on Equivalency Testing in College Freshman English (1972, California English Council, Edward M. White, director) and reached a high point with the Association of Departments of English (ADE) Conference on the Politics of CLEP and Other Equivalency Examinations (1973, Bradley University, James Ballowe, director, Warren Dwyer, associate director). The ADE Conference focused our attention on the politics of CLEP and led to the adoption of resolutions concerning CLEP and other equivalency tests.[2] Specialists in English—the discipline awarding more credit by examination than any other—met in a discussion group at the 1972 Modern Language Association meeting in New York (Edward M. White, discussion leader) and in a workshop session at the 1973 Conference on College Composition and Communication in New Orleans (Warren Dwyer, workshop moderator).

The present volume aims to capture the serious concern of these efforts and the intense re-examination of our discipline that came about and still, it seems, continues as a result of this major issue—equivalency testing in English.

Forrest D. Burt
Chairman of Freshman English
Texas A&M University

[2]Because of their importance, we have chosen to include the California Report and the resolutions from the ADE–Bradley Conference in this volume in their entirety.

Editorial Policy

Because of the amount of material we had to choose from, the decision as to exactly what material should be included was a difficult one. Therefore, we have kept in mind that our focus must concern what is being done in current programs of equivalency testing in English, what the inherent problems of these programs are, and what the solutions, if any, are. We chose that material which, in our opinion, sheds most light on these areas.

As the included lectures were given orally at the Texas Conference on Placement, Exemption, and Credit in English, it was necessary to make transcriptions of the lectures from tape, and in so doing, we found it necessary to make certain minor alterations. Our aim throughout, however, was to retain the authors' meanings and clarify their ideas for a reading audience. To insure our goal, the authors were sent copies of their lectures in order to make any necessary corrections that they felt should be included.

The survey chart is a culmination of all valid responses received from random universities, colleges, junior colleges, and community colleges in a four-state area. Unfortunately, due to incomplete information, it became necessary to eliminate certain responses from the chart.

Sylvia King
Graduate Assistant in English
Texas A&M University

Acknowledgments

I must acknowledge my indebtedness to the many talented individuals who assisted in this project and at the same time express my pride in the professional integrity of these many colleagues—from several different disciplines—who cooperated to bring us to our present position on equivalency testing in English.

The Texas Conference on Placement, Exemption, and Credit in English was possible because of the efforts of Dr. Curtis E. Schatte, Dr. J. Stewart Jernigan, Dr. S. Auston Kerley, Patricia Harris, Joyce Anderson, David B. Merrell, Carl Childress, Mary Jo Hoffman, Linda Hoyer, and others who contributed to its planning and development. I gratefully acknowledge the support of Dr. Jack K. Williams, President of Texas A&M University, Dr. John C. Calhoun, Vice President for Academic Affairs, Dr. Haskell M. Monroe, Jr., Assistant Vice President for Academic Affairs, Auston Kerley, Director, Counseling and Testing Center (Texas A&M University), and John O'Hearne, Director of the Southwestern College Entrance Examination Board. I wish to thank those who participated in the program: Dr. Curtis E. Schatte (Texas A&M University), Dr. Aileen Creighton (Del Mar College), Dr. Maxine Hairston (University of Texas at Austin), Dr. Jeanette Morgan (University of Houston), Dr. Gary Tate (Texas Christian University), Dr. Jackson White (North Texas State University), Dr. Albert Serling (Educational Testing Service), Dr. H. Paul Kelley (University of Texas at Austin), Dr. Dale Hesser (Angelo State University), Dr. Stanley Schatt (University of Houston), Dr. Donald R. Barker (Texas A&M University),

Dr. Ernest Kimmel (Educational Testing Service), Dr. John McNamara (University of Houston), Dr. Richard Ferrin (College Entrance Examination Board), Richard McClain, Carl Childress, David B. Merrell, Dr. Stanley L. Archer, Sam Olivarez, Dean W. David Maxwell, Dr. Haskell M. Monroe, Jr., Dean Edwin Cooper, Dr. J. Stewart Jernigan (Texas A&M University), John O'Hearne, Dr. Milton Huggett (Texas A&M University), and others who contributed. I acknowledge the kind help of Ron Lewis. I am grateful for the clerical assistance of Cynthia Engelmann and for the typing assistance of Susie Warhol. I appreciate the encouragement and support Dr. Harrison E. Hierth (Texas A&M University) offered from the beginning to the completion of the conference and subsequent study.

Our experience began with the Texas Conference. It soon extended to the California English Council's work with CLEP, to the New York MLA discussions of equivalency testing, to the New Orleans CCCC meetings on developing an equivalency testing policy, to the ADE Conference on CLEP at Bradley University. I wish to express my gratitude to those many individuals who assisted teachers in coming to terms with equivalency testing in English: Dr. Edward M. White (California State University, San Bernardino), Dr. Richard Ferrin, Dr. Albert Serling, and Dr. James Ballowe (Bradley University). I am especially indebted to the individuals who allowed much of their work to be published in this volume.

The dedication and talent of Sylvia King made *Equivalency Testing* take form and become real. I am sincerely grateful for her helpful advice and sound judgment.

Forrest D. Burt

Societal Demands and the Role of the Professor

JOHN O'HEARNE

Societal Demands for the Program of Placement, Exemption, and Credit

My perception of higher education and my place on the program are coincidental—between dessert and check out time. I think higher education has had its dessert: enriched enrollments, high calorie budgets, and sweet acceptance of the way things are. And I also think that we are going to be held responsible for what test specialists call content validity. We who have examined and graded are going to be examined and graded, and as long as the tests to which we are going to be put are reliable and valid, we should fare well. And we have the opportunity to insure that such will be the case.

No one can comfortably speak to the full range of societal demands. But we can and must face the demands, shifting though they may be, of the particular segments of the generality called society. We—you and I—are part of society, and we make demands just as they are made upon us.

Education, educators, and educational institutions are as incapable of being changeless as they are incapable of appearing to change. Colleges are unable to concede that they do not prepare their students to communicate effectively as graduates, and professional school deans are unable to admit that their advanced degree aspirants come with the ability to express themselves fluently in speech and in writing.

Our work is continually made more tedious and demanding because of the ineffectiveness of the teachers who have preceded us; yet each segment of the schooling structure reports that it is called upon to transmit more knowledge to more people with fewer resources and less time than before.

And each segment satisfactorily reports how well it has accomplished this impossible assignment.

Clearly, then, schools and teachers work miracles. But these can only be local and specific wonders, for the succeeding parts in the hierarchy of schooling keep saying that those entering elementary school, junior high, senior high, college, graduate school, or even those entering new jobs do not know how to read, write, or speak effectively. Perhaps we in education need a revision of the sign which I saw on my way here. It read: "We buy junk, we sell antiques."

The basis of society's demands on us is essentially of two kinds: academic or intellectual and financial. If we do not confront the basic elements squarely, they will soon be wrapped in the cocoon of emotion. Now society may phrase its demands in the enticing, attractive manner of a Carnegie Commission Report, "Less time, more options," or in the egalitarian motto of a state university, "Let each become all that he is capable of being." And at least part of society can express itself more stridently, as in "Up against the wall." In some areas, while legislatures are pulling the purse strings tighter, the public press asks, "Who shall we educate, for how long, in what institution, and at whose expense?"

Society's demands are several, fragmentary, and elusive, yet they are also compelling, weakly defined, fully understood, and variously phrased. Nevertheless, if society cannot precisely express *what* it wants, it can clearly express *how* it wants it. Society demands that we be academically sound and fiscally responsible. It wants to insure that the personal worth and *not* the personal wealth of the individual is the key to education, at least to the level of the bachelor's degree. I interpret this demand to call for less reliance on the clock and calendar and more dependence on measured achievement in the academic disciplines.

In our national history, colleges have experienced varying degrees of popularity and have lived through the pangs of curriculum revision. Once again, we are well into an egalitarian phase, and it is good that we are. We are not the guardians of the holy grail for the anointed. We are conservers of the treasure of the people. If we are not skillful in our conserving, the treasures and the treasurers will be sacked.

By having levels of institutions, we are saying that there are levels of knowledge, and by understanding individuals, we are saying that there are differences not only in the capacity to learn, but in the rate at which the capacity may be exercised. We have limits on amounts and differences in absorption rates. To these, we must add the awareness of the influences of the press, of the community outside the classroom, and of those beyond the educational edifice. We recognize differences in capacity through levels of difficulty in curriculum content. For example, we teach history at least

twice in grade school, again in high school, and again in college. And at least in theory, if in no other way, we teach English throughout the curriculum. We evaluate it, too. And we do so with almost a reverence for the clock, the calendar, and the first three letters of the alphabet.

Well, I concede that there is little chance of equating competency in a single discipline across the range of colleges from the hallowed halls of Ivy University to the crowded corridors of Pabulumville College. And such cannot be the case in a single institution, for the grading system, in my estimate, is fraudulent.

I am equally unsympathetic to the notion that student achievement, in any class, is controlled by the seductive smoothness of the normal curve. There is a goal which can be defined for each course, and the degree of achievement of this goal is measurable, even with all the faults of tests—objective and subjective, yours and ours. And this achievement is in fact measured, reported, and recorded.

Society, in seeking fiscal responsibilities, says to us, "Teach as much as you are able to teach, as soon and as rapidly as you are able. And do this, even if we do not change the school-leaving age and even if we do not alter your custodial responsibilities." And society adds, "Do not teach anything with the same content mix more than once. Review the basic concepts to knock off rust, if you must, but do not repeat the course." State legislatures say this plainly and particularly in the case of those who did not do well the first time through a course. It cannot be too long before legislatures will say the same thing of those high-performing secondary school students who, in fact, have mastered, before going to college, that which is included in some college courses. The curriculum content is not sacred to the level of the school, even if the levels have different financial supports.

Historically and happenstancially, we account for college expenses differently than for secondary schools expenses. It becomes less expensive for the student and his family if the student can complete work beyond the normal high school level and then have that achievement properly certified as part of his college record. Occasionally, we hear the expression "instant sophomore," but we seldom hear the more accurate "advanced high school senior." By offering work beyond customary levels, secondary schools can retain their academic leaders, who serve as examples to younger pupils and as pedogogical challenges to the faculty. Family life can go on without too early an attempt at adjustment to a new environment, and money can be saved in the bargain.

By acknowledging that they do not merely "buy junk and sell antiques," colleges can truly recognize the diversity and the quality of incoming students. The concern for the individual, about which we hear

much, must be evidenced in academically reputable and fiscally sound ways. There is frequent mention of the personal value of the college experience—social as well as academic. Without questioning the value itself, I wonder if it is really linked to a particular time period. Must that experience, to be valuable, take four years? If four years in college is better than three or three and one half, why isn't it even more valuable to spend more than four years? What about the difference between those who live on or near the campus and those who commute? Should our bachelor degrees carry different distinctions?

Some might argue that placement, exemption, and credit by examination for college work is an elitist program. I don't believe that it must be so. If we look at the foreign language requirements in many colleges, we find that placement examinations are used for those who are going to continue in the same language. Even if the student places out of the introductory course because of a good test score, seldom is he given academic credit. Another student, at the same level of language instruction in secondary school, but with an unsatisfactory test score, is permitted, really enjoined, to repeat work for credit. Would not the motivation of the student be improved if we were to say that high school or introductory work in a foreign language is required for graduation from college? You can receive the language instruction anywhere, as long as you can pass our proficiency examination for graduation. What would happen to those who have learned a language more than twice?

Through their actions, the parts of society with which we deal confront us with a paradox. The budgets for higher education are being scrutinized, and this reflects a concern not only for the number of dollars spent, but for the ways in which they are being spent. And yet, coincidentally, more students are seeking more education. Society, then, seems to be saying to higher education, "We value what you are doing, but we question the way you are doing it."

Our task, then, as educators, is not to be constrained by time, but to be excited by talent, to recognize it, to nurture it, to encourage it wherever and whenever it is found, and to reward it in the coin of the academic realm.

John O'Hearne is Director of the Southwestern College Entrance Examination Board.

ERNEST KIMMEL

Grounds for Confidence in Using Standardized Tests

It is probably obvious to all of us that credit by examination is playing a fairly significant role in this general broadening of opportunity and in the recognition that learning occurs in many places besides the formal classroom. This makes all of us more responsive to the changing scene and the changing circumstances, rather than being like the football coach (and if this sounds like your coach, my apologies) about whom the following story can be told. One Saturday afternoon, his team was not faring too well. They were down by quite a few points and, worse than that, all the key players were getting injured. When the third string quarterback was injured, the coach, about ready to pull his hair, looked up and down the bench. There, way down at the end, was a freshman who had just barely made the squad. The coach didn't know what the freshman was capable of but finally called him over, since he was the last player left. "Now, son," began the coach. "I am going to put you in there as quarterback, and I want you to run two quarterback sneaks to get yourself in better field position and then punt the ball. Go in there and do just what I said. Don't do anything else." So the freshman ran in and took over the quarterback slot. He took the ball right between the tackle and the center to the twenty, twenty-five, thirty, thirty-five, the forty-yard line. He stopped there. The crowd started to go wild. It was the first time their team had moved the ball all afternoon. The team lined up again. The freshman took the ball, and the same thing happened: over the fifty to the forty, the thirty, the thirty-five, and so on, down to the two-yard line. By this time, the coach was jumping up and down. At last the team was moving. Then, just as the ball snapped, he looked up in horror—the team was in punt formation. The freshman took the ball and kicked it right out of the stadium. That ended things. When the freshman came back to the bench, the coach asked, "What in the world were you thinking of out there?" The freshman replied, "What a dumb coach we have."

We must keep up with some of the changes that are occurring.

I want to be very brief, yet add a little, I hope, to the confidence building that we have talked about and focus a bit on the process by which standardized tests, at least those at Educational Testing Service (ETS), are

typically made. Because I think it is important, I want to focus on the broader involvement which the faculty and the academic community have in this process. If we are going to use these tests, we must see that they are coming out of the academic community and are not made by a bunch of dwarfs hiding in the woods in Princeton or Berkeley or someplace. The first significant role that the faculty plays in virtually all standardized tests we make is in defining what that test should cover—what content areas should be tested and what skills are the important ones to be measured.

Some of you have asked how we choose the faculty for this very important job, which in many ways is the whole basis for confidence in a test. There are several criteria that we look for in putting together a committee to make a test. First, people who teach the subject must be on the committee. They need not be the world's greatest scholars, but they must know what is happening in the classroom. Secondly, there must be a mixture of institutions represented on the committee—not all public, not all private, not all large complex universities, not all community colleges. The same kind of concern is given to geographical diversity within the committee, so that we get some input from people from the East Coast to the West Coast, North to South. In more recent years, we have been trying to be responsive to the concerns of minority groups for involvement. This is one very significant area in the construction of standardized tests in which the faculty can play a very important role.

Another area in which teachers get involved (sometimes we wish you would involve yourself a little more) is the pretesting of examinations. Here, we are trying to find out whether the tests work with real live students and whether they work the way we hope they do, with the better students choosing what the teachers who made up the items think are the right answers. Some of you, I know, have helped us by giving pretests to your classes. We then analyze the results of the tests and put together the combination of items which seems to work best. Still another area in which we ask your help, and I think this is a very important area, is the norming of the test. Here, we usually compare the performance of a large group with the performance of another group. It is important that the large group represents, in this case, students who have had an educational experience and to whom we are thinking of giving credit or equivalency. In the norming group, we want to test students who have actually taken a course comparable to the course the test is trying to measure. Then, when we say that your students are better than 75 percent of the students on a national level who have taken this course or better than 5 percent, you know what the comparison group is.

At this point I would like to also underscore the very useful and important job of developing local normative data as you build up the

experience base. Americans pride themselves on the diversity of institutions in this country, but this makes it very difficult for any national normative group to be applicable to all subjects in all institutions. And with tests sponsored by the College Entrance Examination Board (CEEB), who have always generously provided instruments for norming studies on campuses, you can find out how those who have completed the course that you normally give for credit perform on a test you have developed through experience. This is the basis for judging whether or not to award credit to people who may have learned outside your classroom.

The statistical kind of analysis is important to establishing confidence in standardized tests. One critical thing we always like to know about tests is whether the same student would get the same kind of results if he were tested again. In measurement jargon we call this "reliability"—you obtain the same results tomorrow that you did today. This is one thing that has to be checked out in the standardized test. Another task that is more easily accomplished with an objective test than with an essay test is estimating the amount of noise or error you have in your measurement. Any measurement, even if you are measuring the drapes for your window, has slight errors. The same thing is true when measuring achievement or ability, and it is possible for any of the standardized tests—you should be able to get an estimate of how much noise there is in the system and the extent of the error of measurement involved. Then we can talk about the validity of the test in several ways. Individual schools often attempt to relate test scores to performance in the classroom, at least as shown in the teacher's grade. For the College-Level Examination Program (CLEP) subject exams, we have done this in the entire norming sample; we have collected grades so that you do have information about the relationship of test scores to the grades assigned by your colleagues in departments across the country. The last point I want to touch upon is how the tests are described. It is important to have accurate and complete descriptions of what a test is about, what it seeks to measure, and what skills and what content coverage are involved. I don't know how else you will make a judgment of whether or not the test is appropriate to your purposes. Just reading the title usually doesn't tell you what you need to know about the test. Just looking at the test items itself does not tell you what you need to know; they are but samples of performance across the wide range of things. You also, I think, need to have some sort of outline of the domains, the skills, that the test makers had in mind. We are now, at ETS, along with our friends at CEEB, in the process of doing a comparative review of the tests available through CLEP, AP, achievement tests, and college placement tests. Then we can provide you with some sort of comparative description of whether Biology Test A or Biology Test B

might be more appropriate as an equivalency test for your freshman biology course, or which of the three English composition examinations or which literature test might be the one that comes closest to where your class or your course makes its focus. I hope you get an idea of how you as faculty members play a role in helping set the standards that you and other institutions might use; and now, perhaps, in reviewing tests for use, you will want to look to see if the publisher--be it ETS, Harcourt Brace Jovanovich, or whoever--has done his homework and has provided you with a technical backup on how the test behaves and performs with your people.

Ernest Kimmel is Program Director of the Educational Testing Service.

Equivalency Testing and the Professor

HASKELL M. MONROE, JR.

The Relationship between the Professor and the Academic Vice President's Office in Terms of Credit by Examination

In approaching the question of the relationship between the professor and the academic vice president's office, I couldn't help but remember the conversation I had with President Rudder on the day of the first moratorium to protest the Vietnam War. When I reached Mr. Rudder's office, he asked me if there was any kind of protest on campus. I told him, "No." I could tell that he was very deeply concerned, so I said, "Mr. Rudder, there isn't any. What is your worry?" He said, "You know, I really see my role as president of the university as that of insuring that the student can get to class and that the teacher can teach without *any* outside interference." And I thought, "That is also a pretty good motto for an academic vice president's office—to see to it that the teacher can teach."

We feel, on this campus, that a way is going to be found by someone for credit to be given by examination. The legislature is going to do it, or the administrators are going to do it, or the academic people are going to do it. By "academic people" I mean the people who are there in the trenches, those who actually teach. We feel that as much credit as possible should be available for credit by examination. Theoretically, we would like to dream that, at some time, credit for all courses would be available by examination.

I can think back in my own experience. My dissertation advisor at Rice, brilliant scholar named Frank Vandiver, earned his baccalaureate degree at the University of Texas that way because once upon a time there was a line in the University of Texas catalog which stated: "The baccalaureate

degree will be conferred upon those students who complete the prescribed curriculum or its equivalent." He had never been to a day of classroom instruction in his life. He had tutors until he had reached the equivalent of about fifth grade, and then was truly self-taught. He walked in as a brash young student to the president's office and said, "I would like to get a degree that other way." The faculty, in horror, thought that they would give him three days of "unshirted hell." At the end of the three days, he was smiling and they were pulling their hair. They awarded him the degree and removed that statement from the catalog forever. His record since that time has proved that the degree by exam wasn't such a bad idea. He entered Tulane as a graduate student at age 20. He had his completed dissertation in his brief case the day he walked into his first graduate course. And fifteen months later, he walked away with his Ph.D.

There should be a way for people with that kind of unusual ability to move through the system without delay. I have experienced a little bit of credit by examination, and I think it should be available to everyone. Somehow, we must place each student at his level of motivation. Somehow, we must see to it that everybody does not have to jump through the last hoop at about the same time, in terms of getting a degree. They might jump through only one hoop—the last one! Those who have difficulty may have to struggle, but let them struggle at their own rate and let those people who are brilliant move ahead.

Now, if we don't do it, somebody else is going to. If we, who supposedly are professionals in the field, don't do it, the wrong people may create an alternative system.

I believe I can see the administrator's role in all of this. I am talking about the administrator at the campus level. His role is to get the money, to see that the faculty can do their job, and to get out of their way and let them do it. He should insure that the maximum effectiveness takes place between the faculty member and the student, and that effectiveness may be gained by the student taking a test, or it may be gained by the student going through a semester of instruction.

We have a committee at work on our campus now to advise the academic vice president's office. We are calling it the Ad Hoc Committee on Academic Acceleration. The only directive they received was to provide us with some suggestions as to how credit by examination might be carried out. You are talking about English, but we are dreaming of some possibilities far beyond English. If credit by examination can work in English, with the faculty leadership, why couldn't it work in math and some other subject disciplines as well? It seems to me that math would be far easier, but I may be wrong.

I remember during my second year here, I had a very bright boy in my

class. In history his credit level was about a *B*, but in math he was near genius level. The math department spotted this talent and started him out in a senior level math course. The first day of the semester the faculty member said, "By the end of the semester, you'll be able to do this problem and handle that problem, and you will be at this quality level." This bright boy raised his hand and, in a presumptuous way, said, "I think I can do that now." The faculty member said, "All right. I'll give you the final exam, but I warn you this is really tough." About thirty minutes later, the student handed in the exam, every question perfectly done, so they gave him his three hours credit and moved him up to graduate math, as a freshman.

This student was average or slightly above average in everything else, but not in math. It would have been a burden on his fellow classmates and on the instructor had he been made to go through the rest of the program in the normal way. We must find a way to keep bright students from being this kind of "burden."

Now, to reduce the idea to a few words we believe that if we don't have some kind of academic acceleration program, we will have some kind of academic larceny. Is it not some kind of robbery to steal parents' money and students' time to make them go through something that they already know? We don't think credit by examination will hurt the institution. We think it will help. We think we will attract the brighter people by using this system. We will attract those students who will please us most, those students we will want to brag about most: "Joe Doe went through our institution. It only took him two years, but he completed our program."

We don't think credit by examination will cost any money; in fact, we think it will be profitable in the long run. We plan to try to do all we can here, and we highly recommend the system. We are not sure how it will work in every instance, but dreams are seldom complete when they are first discovered.

Haskell M. Monroe, Jr., is Assistant Vice President for Academic Affairs at Texas A&M University.

AUSTON KERLEY

The Relationship between the Professor of English and the Director of the Counseling and Testing Center

First, I want to say that the relationship between the professor of English and the director of the counseling and testing center should be a cordial one, with mutual respect for the role played by each. (There is no reason for it not to be this way.) The positions of the professor of English and the director of a counseling and testing center exist for one reason—the student. The learning experience of any student can be enriched through the cooperative efforts of these two people.

It reminds me a little bit of Dr. Merle Bonney's definition of marriage. Bonney says that a good marriage is one based upon each partner seeing strengths in the other that he or she does not have; by combining these strengths, they present a good, solid front to the world and its problems. If the marriage dwells upon weaknesses, then it is a weak one; if it dwells upon strengths, it is a strong marriage.

This should be true of the relationship between the professor of English and the director of the counseling and testing center—each should possess strengths the other does not have. With these strengths combined, they are able to help the student have a much more meaningful experience.

The professor of English and the director of the counseling and testing center should bring to their relationship the same attitudes, the same motivation, and the same value systems as those that are expected of the freshman student in his study of English. This means that they should enter into a cooperative working relationship where there is a willingness to critically examine all the information, to accept change if it is proven to be desirable, and to work toward a solution without bias and without predetermined conclusions.

Since the final decision rests with the professor of English, he needs as much resource information as can be made available to him. The counseling and testing center can make a contribution by describing the student population and how it is changing. The center can make the professor aware of the achievement level of the students with whom he works. The functions of the center should also include securing evaluation

instruments for the professor to examine and encouraging him to do so, interpreting technical data for the professor, and conducting studies that will help the professor better understand what is going on in his course and what is happening to the student population.

In all these activities, the counseling and testing center's job is to be of service to the professor. It does not make the conclusions, nor does it make the decisions. Its role is that of gathering and of interpreting information for the professor, but it is not one of telling him what to do or not to do. However, it is very important that the center furnish him with meaningful information, and it is very important that he give careful consideration to that information.

Both the professor and the center, in this relationship, should rely on any test only to the extent that it contributes to their particular needs and to the local situation. It would be dangerous, in this relationship, to look too much to what other colleges are doing and to what they have, and then not take a realistic attitude toward the measurement. The scores may be lower than those of colleagues in other colleges. Others may have a broader base; they may have a different standard deviation; they may have all kinds of differences—but that is only a passing interest. What is of cogent interest is the extent to which this measure helps in the teaching of a particular student and the extent to which the measure is valuable. Frankly, it is dangerous to copy other schools for an image or a cosmetic motivation.

In their relationship, the professor and the counseling and testing center should cooperatively plan for such things as identification of students. The center should identify the students in whom the professor is interested, based upon the criteria that he furnishes. For instance, I do not believe it is proper for the counseling and testing center to predetermine which students will take credit by examination. This is a proper role for the professor to play, but it is the center's responsibility to give him pertinent information upon which he can make his decision.

The counseling and testing center is also a logical center for contact with the student and for making arrangements for the evaluation. The planning of the testing should be done cooperatively because the center brings to the relationship skills in testing and administrative skills in test organization and, thus, relieves the professor of this chore. But it should be done only by planning with the professor so that the environment of testing and the security of the testing situation meet his needs and are satisfactory to him. The scoring of the test should be a decision made by the professor. If it is a writing sample, then it is a matter of cooperative planning as to how these writing samples will be evaluated, how they will be reported, and also how records will be kept.

It is also most important that the professor and the center work together on how the student is advised of the outcome of his experience. In this university, our counseling and testing center sends the report to the associate dean, and the associate dean advises the student of how he or she did in the evaluative measurement. He then discusses with the student the ramifications of electing to accept or not accept the credit, and if the student did not successfully make the credit by examination, he is encouraged to take the course as a regular matter.

Usually rather bright young people take these evaluative measures, and it is important that they be treated with great consideration when their scores are reported to them. If it is done in a very abrupt way, it loses much of its meaning, particularly if for some reason the student was not successful in securing credit by examination. It is most important that the professor and the counseling and testing center work together so that the student receives this information in such a way that it neither puts him down nor discourages him nor gives him the wrong impression about his level of productivity.

Auston Kerley is Director of the Counseling and Testing Center at Texas A&M University.

W. DAVID MAXWELL

The Professor—The Key to the Program of Placement, Exemption, and Credit in English

To a complete outsider, to one who is familiar with other organizations, but not colleges or universities, the theme of this conference, as reflected in my title, would probably appear to be a mask for some type of management stratagem to gain more effective adherence to organizational policies determined and promulgated from the top of the hierarchy down to the production worker, namely the professor. In the mind of an outsider, there would have to be some such devious reason to

explain why the dean didn't simply sit down some morning and write a memo to department heads, specifying the college policy, for example, with respect to such things as placement, exemption, and credit by examination.

It would not be an easy task to explain to an outsider that the university or college is a unique organization in which the flow of essential business is not from the top down, in terms of directives, but from the bottom up, in terms of the hierarchy. Indeed, we often have difficulty on this score from persons in our own ranks with limited analytical ability, powers of observation, and abstraction. As Sir Eric Ashby more politely put it, "Men with tidy minds are bound to ask whether the universities could not be run more efficiently if their efforts were coordinated and planned from above. The short answer is that a university is a society, not a public service or an industry. Its vitality depends upon the maximum opportunity for initiative being distributed among the maximum number of members of that society. You cannot issue directives for scholarship, and you cannot devise assembly lines for research."

Thus, a university or college is not a machine that functions in response to the exogenous pressures of something called its "managers." The dean serves the faculty by attempting to secure the best conditions possible for them to further the educational goals and values which he, and they, have in common; for the creative educational work is done by the faculty—no matter what some administrators may think.

But, all I have said thus far merely amounts to a reaffirmation of the conference theme—that the professor is the key to any program of placement, exemption, and credit, as well as to everything else of an academic nature that the college or university does. But why is it this way? Why is this organization so peculiar?

I would like to suggest an answer, not explicitly developed by Sir Eric, despite his great wisdom, though it is, perhaps, implicit in what he says. In a university or college the flow of essential business is from the bottom up because of the extreme pervasiveness of heterogeneity. The educational process is *not* one of identical machines carving out identical yoyos from homogeneous blocks of wood. Not even *good* professors are alike, and a highly effective teacher, so far as one student is concerned, may come across like a lead balloon to another. While I would like to develop the point at greater depth, suffice it to say that a dean would have to be a victim of numbness or of an addiction to simple-minded systematic similes if he did not recognize the extreme heterogeneity of the elements that constitute the organization of which he is a part. In short, a dean who understands what a university is does not tell a professor what to do when it comes to academic questions.

Nonetheless, I would hope that a faculty devoted to their profession would also give due consideration to the heterogeneity of their students. Since this is "Aggieland," the faculty must simply remember that the same kind of fertilizer cannot be put beside every plant. Consideration of the heterogeneity of students and devotion to educational goals and values should lead the faculty to the conclusions that if the student knows the subject-matter, he should not have to take the course, and that no student should have to pursue a subject at a lower level of difficulty than his aptitudes warrant.

But all the dean can do is argue, cajole, and attempt to persuade. He can't very well push on a wet string. To put it kindly, in matters such as this, the dean is *primus inter pares* or, for the younger members of the audience that didn't have to sweat Latin, *first among equals.* The dean can be of some assistance in a number of ways, particularly if he knows something about numbers and if he can divert the eyes of his faculty from the printouts to the students' welfare. But, in the final analysis, the construction of a program of placement, exemption, and credit is up to the professors.

W. David Maxwell is Dean of the College of Liberal Arts at Texas A&M University.

Current Trends and the Professor

LORRIN KENNAMER

The Roles of the College or University in the Program of Placement, Exemption, and Credit in English

I am not like Ernie Kimmel, Al Serling, or others who have expertise in psychometrics and in test evaluation or test construction. I have had the opportunity as a faculty member and as an administrator to be involved in programs and policies regarding credit by examination and advanced placement, and I find it an area of concern that is fascinating. I think it has had tremendous development already, and I think it has tremendous potential. All I can do here is give certain general observations regarding some of the happenings and trends going on in higher education, in this state and across the country, that concern ways we evaluate issues—what we do and how we should do it. I have practically zero answers, but I will raise some questions.

First, let me ask you to think back to the immediate past few years to what has been going on in higher education. As you recall, higher education has been going through amazing evolutions and revolutions. The French philosopher and writer, John Rivel, has the idea (made popular in this country by Max Lerner) that here in this world—planet Earth, particularly USA—there is truly a major revolution under way. Since we are part of it, we don't see it, but Rivel's point is that there is, and has been for several years, possibly one of the most significant revolutions in the history of mankind taking place in the United States. Because they have tremendous implications for higher education, I will briefly mention some of the indications that he gives of this revolution.

We have been in various phases of this revolution. Although we now

seem to move in a quieter time, we have been in phases of activism, and we have seen this activism expressed in a variety of ways on college campuses across the country. Today, the students are different–they are more serious, they are more studious, and in some ways they are more traditional. A lot of activism has moved into the large urban high school and probably off the campuses. As another aspect of this revolution, we are seeing efforts to humanize the environment. We are asking questions and raising concerns about man and his impact on the environment as we have never done before. Those who live in New York City sense this–they need more electricity, but they cannot build power plants because of the conflict of air pollution versus power production, and, still, they have the press of urbanization.

We are also seeing a conflict between the culture and the counter-culture. We are seeing values questioned by young people as we have never seen before. What many of us who are over thirty assumed was valid–the work ethic–we are now seeing questioned. We are reconsidering the value of all of the institutions that we have in society, whether it be the church, the school, or the family. The institutions of public and higher education–undergoing particularly great pressure and stress–are being questioned by society, society's representatives, and the legislatures as never before. Higher education has moved from a high priority position. I don't know of any legislator who has run for office recently and said, "My major goal is to do more for higher education."

So we are, according to some, in the midst, perhaps even in the latter stages, of a major social revolution. This has tremendous implications for colleges, particularly in terms of this conference, concerning the way we are proceeding on our campuses. The same old ways are not going to do the job. And that is the main point of my comments thus far.

Originally in this country, the major goal of colleges was preparation for the professions: the law, the clergy, medicine, and teaching. The major change from that emphasis in higher education followed the formation of the land grant trust and the invention of the land grant institution. Then, and perhaps even more today, we saw another move toward the concern for general education with the rise of the junior college and of college alternatives. This seems to be where we are today–tremendous development is going on in the area of alternatives to college.

Some would say that prior to 1940 higher education in this country was mainly for the elite–for those who had the income, for those who had the family background. Between 1940 and 1970, we saw a move toward mass higher education that has never been equalled in the world. But what trend will appear between 1970 and the year 2000? Some believe this is now the time of mass universal access. Higher education will be open to

more elements of society than ever before. A recent study states that the major numerical growth in higher education during the seventies and eighties will be from all aspects of our society. Those without financial support will also attend college, and the big growth in those attending college will be from the lower half of the graduating class. In the past, college has been for those in the upper half.

Mass universal access to higher education. The percentage of the population in the age group 25-35 enrolled in higher education tripled between 1950 and 1960. So it is now a different ball game in higher education. This has tremendous implications in terms of how we think. We must proceed. We cannot look backwards and say that we will follow the same approaches and policies.

There appeared two rather significant documents in 1971 which focus on what is happening in higher education. The "what" has been called the Newman Report, done for the United States Office of Education in 1971, and the other is the report of the Carnegie Commission chaired by Clarke Kerr, entitled "New Students and New Places, 1971." These two reports are directed at what seem to be the problems and what seem to be the potentials of higher education for the next two decades. Here are some of the indications and predictions of these two reports. (1) There will be an unprecedented rise in equality of opportunity for all in higher education. (2) The growth in enrollments in higher education will take place from the lower half of the socioeconomic scale and from the lower half of the high school graduating class. (3) We are going to see better campus locations with community colleges, grades 13 and 14, within driving distance of 95 percent of all Americans. (4) Comprehensive colleges will be introduced in the inner cities of metropolitan areas. (5) There will not be a great increase in the number of universities as we use the term "university," but there will be a great increase in the number of different institutions of higher education. (6) Nationally, there will be a leveling off of universities. (7) There is a thrust to preserve the private sector of higher education.

An interesting prediction is the encouragement of a drop in-drop out type of student–the go-stop-go type of enrollment. They suggest thinking of higher education in two-year units: attend grades 13 and 14, quit for a while, and later return to academic study.

When I was Associate Dean of Arts and Sciences, it was a great pleasure and honor for me to be the one who wrote the letter to all the students of the University of Texas, and what was then the College of Arts and Sciences, whom we had decided had earned an academic rest. You know what that means–we kicked them out. And it was amazing to observe the kinds of pressures and visitations, phone calls and letters, and so on, that I received from lawyers, representing the families involved, from politicians,

and on up and down the line. And there was a feeling that if you were a young person of college age, and you were walking around your neighborhood in the latter part of September (not in college), you would probably be considered a failure in life, an embarrassment to your family and relatives. You had to get back in college even if you didn't want to be there—even if you didn't know why you were there. Nonetheless, you had to be in college, or you were a failure. I think we have seen this pressure change. People now feel free not to be in school. They feel free to come and go. This is a new era in terms of the way people think about higher education.

The two reports also say that higher education (*education*, really) is available to us; that there is a new technology we must address ourselves to; that there will be opportunities to learn and new methods of learning we have never thought of before; that it is possible every office, every living room in America can soon be a classroom; and that we are on the verge of such developments that, with inexpensive attachments to their regular commercial television set, learning modules, learning materials, and courses will be available to citizens in their homes. No longer, if they wish to become "educated," must they pack their bag, go away to a campus, ensconce themselves on that campus for four years—not three, but four—and do everything they are told to do until they are finally disgorged with the right to call themselves "educated" and with the right to claim the necessary labels and credentials. I think these reports are saying, and I think all of us are observing, that the "four year grind" is not necessarily the way. A lot of people will consider themselves educated and will request a variety of ways to demonstrate their knowledge in specific areas.

And we already begin to see the use of instructional technology in ways that are exciting, in ways that are very effective in terms of learning. In the San Antonio area, for example, people keep up-to-date by plugging a cassette into their car and listening to some of the latest data they need as they drive to the office. Who knows what the limit is to ways we can keep up-to-date or ways we can learn anew, and it will not mean that we have to go to the campus all the time to do it. I think this is the major change that we can see coming.

Another request of these two reports is that we should reduce the time it takes a student to get a degree, and there are discussions now, as you know, of the three-year baccalaureate. This poses real problems in terms of the liberal arts, because as you squeeze the baccalaureate into three years, you probably tend to make it more career oriented. It is truly the liberal arts' contribution to education that is under the greatest threat here. Now maybe this is not bad when we think of what is happening, and can happen, in the last year or two of high school. In grades 11, 12, 13, and 14

we might develop efficiencies so that the three-year baccalaureate is not the threat to the liberal arts that some think it might be.

The report from the Carnegie Commission entitled "The Fourth Revolution: Instructional Technology in Higher Education" discusses some of the many new developments we can expect, and this particular report isn't really talking about instructional technology and what implications it has for higher education. "By the year 2000," the Commission estimates, "10 to 20 percent of instruction on college campuses may be conducted by informational technology. As much as 60 percent off-campus college-without-walls instruction may use the new technology." It goes on to mention that (maybe it doesn't say it quite this way) in the immediate future a greater percentage of the time a faculty member has to teach will not be spent standing in front of students, but in developing learning materials. They must be given release time to prepare courses. And colleges must provide incentives to the faculty to do this type of instructional development.

In a recent edition of *The Chronicle of Higher Education,*[1] there was a questionnaire which asked 193 administrators, 52 state government representatives, 15 students, and 63 other types associated with post-secondary education a series of interesting questions in relation to "What are some of the changes coming?" There are one or two questions that pertain to this conference in particular. One will be whether the transferability of credit from one institution to another will become easier: 98 percent said that it would, that it is desirable and that it will mainly be the student group that gives the greatest impetus to this. Another specific question concerned the way in which credits will be earned: 93 percent said that certification of student competencies through means other than formal academic programs will be increasingly popular and will take place. What all of this adds up to is that there are going to be a greater variety of ways for students to indicate what they have learned other than by way of the formal classroom. No longer will the student come to the campus and be there four years. No longer will all learning be measured the same way. And no longer will all knowledge be acquired by sitting in a class three days a week (Monday, Wednesday, Friday) taking exams and writing term papers. No longer will these things be the measure of an education. The whole theme of this conference involves *other* ways of letting the students who have the knowledge, no matter how acquired, be able to express this, to validate this, to show this.

Credit by examination, placement by examination—now all of you know the concerns that faculty members have. If you have not discerned it

[1] "20 Questions: What's Your Forecast for Higher Education?" *The Chronicle of Higher Education* 7(November 6, 1972): 3.

by now, I'm not going to take a chance that you've missed what I've been doing. I have started with a broader scope, and I am narrowing it. I am coming right down to the faculty member on the campus, I hope. It is a movement that is under way. It is a need that we have, and if the regular four-year senior institution does not recognize this thrust and does not make available to students a variety of ways to show their knowledge, then it will be done by others. It will be done in other settings. Society will not be denied in this. And so, to some extent, the standard four-year senior institution is going to have to be like Alice in Wonderland, running to stay up.

Credit by examination—you all have, I am sure, run into the same kinds of concerns. I can think back to some conversations when we were talking about credit by examination, and the only thing that saved the discussions, that kept them alive, were the students sitting there. Because the faculty, in the finest words I have ever heard, were shooting it down, saying in essence, "It is great, it is fine, as long as you don't let them shorten their four years on campus, because there is something to be gained by being on campus four years, and to make it possible for them to shorten this is denying them the proper education. Let them take all the credit by examination that they can, but don't let it shorten their time on campus." Maybe you have heard that, or maybe you have heard something I heard over coffee one day: "Well, yes, this is a good idea, but, now, in my course, really, it cannot all be measured by examination. Because of the way I approach the field, they just must be—there—well, it just cannot be measured." Now I had a tempting thought, but I didn't say it: "If it cannot be measured, then how in the world do you give a grade?"

We have all run into this concern and this worry. Credit by examination—ah ha—you will let standards drop. Credit by examination—ah ha—your are letting those shadowy, mysterious people from east of the Mississippi at ETS (we won't even give them their full name; we will just use initials) or CEEB tell you what to do. Now, I'm sure that I'm overstating this a little—that once we buy the idea of credit by examination, this means others, outside our campus, will tell us what standards we are going to have. And of course this could not be more in error. You know, General Motors builds automobiles (others do, too; I am not pushing anyone), but they don't tell how fast to drive or how to use them. Likewise, it is the *local* campus that decides and controls how credit by examination is used.

Let me read the questions I have here. I don't have the answers to them, but that doesn't bother me because I *am* away from home (a marvelous experience not to be held accountable). Such questions as these: To what degree can the campus of tomorrow keep its entrance and

exit doors formal? How does a faculty come to accept the idea of credit by examination? How can departmental faculties develop confidence in examination in their fields? How do academic departments on a campus develop generally consistent policies regarding the acceptance of credit and the level of acceptable scores? How do you solve this terribly difficult problem of communications among faculty, faculty and students, and faculty and registrar in regard to how exams are administered, what scores and cutting scores are used, and how the grades get recorded?

In this state and, I am sure, in others this is a problem. One campus may accept credit by examination, yet the student may transfer and find the other campus will not use the credit by examination that is on the transcript. And if the college administration and faculty don't solve the problem, the legislature will, because if there is anything (I am told by people on the coordinating board) the legislature is extremely sensitive about, it is the loss of credit as students move from one place to another. And they do move—junior college to senior, senior to senior. There is tremendous mobility among students, and they do not like to lose credits. They need to have a validation, they need to have a guarantee that their credits are not lost. Is the course in Shakespeare at Campus X equivalent to the course in Shakespeare at Campus Y? As far as the students are concerned, it is, if they get credit for it from Campus X.

How do you involve the majority of the campus in a program of credit by examination? Here is a question that usually comes up, too. Since states usually appropriate funds based on residence enrollment, how far can a campus go in giving credit on another basis? If you give too much credit by examination and the students don't enroll, then you lose out. Or do you? I think some studies would show that experience has shown that, more often than not, the majority of the students who take credit by examination do it to enrich their program rather than to shorten or decrease their time on campus. Thus far, to my knowledge, this has not been proven to be a problem. *Give* them the credit by examination, *put* it on the transcript, *know* you will not get credit on your report that goes to the coordinating board. You have not lost in the long run; you have enriched a student's opportunities.

But it all comes to the point—and that's where it should be—of how the individual faculty member can have confidence in the program and have control of the program and be able to set the policy of the program. I think it would be extremely dangerous indeed if the faculty involved did not make those decisions. I think it would be terrible indeed if the administrators made them, and if—well, it approaches total absurdity—if those people east of the Mississippi made them.

I can't resist the following illustration. When I got elected to the Board

of Trustees of the CEEB a year and a half ago, it was exciting to me, but I didn't think it would be exciting to anybody else. But a little squib came out in the local paper about the time when students were uptight about a number of things. I got a phone call immediately from the editor of the *Texan* and the essence of the phone call was this: "Well, I notice that you are now on the Board of Trustees of CEEB. Why is it that CEEB is keeping minority students out? And why is it that CEEB is keeping students from having access to higher education?" I kept trying to say that neither CEEB nor ETS makes admissions decisions. An admissions decision is made on the campus that has the admission question before it, and the granting of credit is made by the campus. What CEEB and ETS do is furnish data to show what scores mean in comparison to students who have completed that course on other campuses. There are varying kinds of data that can be made available for information and to help in the decision process. But the decision is made by *the campus involved.*

At the University of Texas, with which I am most recently familiar, the scores that are used to give credit for history are decided by the Department of History—not the chairman of history alone but the faculty of history meeting with that chairman. There are many services available to help make that decision, but it *must* be the faculty who decide which tests will or will not be accepted, which ones will or will not be constructed by the faculty, and what cutting scores will be used. And that has been the philosophy of all the testing agencies from the very beginning.

If the tests are not made by the faculty on the campus itself (and many campuses use a variety of tests from different sources), it is people like us, academic people, who make these examinations. And, therefore, it behooves us to open these opportunities.

How does credit by examination get started on a campus? I don't know. I have some suspicions. I suspect doing more credit by examination means there must be one person who gets interested and develops a philosophy. If there is not the philosophy that the student who knows something should have a variety of ways to show he or she knows it—if you can't buy that philosophy—then the whole program never gets started. Individualizing instruction doesn't mean lowering standards; it means that a student who knows something, no matter how he or she learned it, should be given a chance to express it, to show it. And that's really what it's all about. There have to be more ways to show achievement than by sitting through three semester hours, MWF from 2-3, for 15 weeks.

That is an interesting point, by the way. We are in essence saying to students in our programs: "Your interest level must be highly controllable, and we want you to really turn on to Introductory Economics, MWF from

9-10, and from 9-10 MWF your motivation, your desire, your drive to learn economics has got to be at its peak. Now, we don't care whether you are interested in economics from 11-12, but you had better have the interest from 9-10." And we also tell them, "We are going to start you out the gate at the same time, on September 2 (or whatever that first class day is), no matter what your interests and abilities, and we are going to put you in there, next to each other, the major in economics and the person who is just taking it for general information and curiosity as a citizen. We are going to make you both run the same race, and you are going to have to run it the same length of time in the same number of segments, and we are going to test you—to check up on you—for exactly the same number of hours. And the one who can show the most obviously knows more economics." We keep time exactly fixed and make everyone meet the same time frame.

This came home to me about a year ago as I was talking to a marvelous woman who had taken a Ph.D. program in linguistics and educational psychology and had developed a computer program on, of all things, teaching beginning Arabic. I know very little about computer-assisted instruction, but if I had been asked to name the one area in all the academic world that would *not* involve computer-assisted instruction, I would have said: "Beginning Arabic. Don't you ever do it. It is impossible." This *is* a program that we have in Beginning Arabic in our computer-assisted instruction lab, however, and it is a warm, friendly program. Now, normally, a student would think, "Good gracious, I have got to learn something by sitting down alone in front of an impersonal machine. I am just a number. We have gone the full range—1984!" No wonder the legislature won't give us more money. And yet the students used such words as *warm* and *friendly* to describe this program. They first met as a class; the teacher explained how they were going to proceed, and then she sent them like a herd of cattle out to graze for two weeks. When they came back, they compared notes. She was available in the lab when they needed to see her, but they were mainly on their own. When they felt like studying, they studied. We didn't ask them to "think Arabic" on MWF from 9-10. At 9 on Monday, most of our students are not going to be inspired about anything. But these students described the program in the following ways: "Warm, friendly, the program wanted me to succeed, instant feedback, extreme patience." They described that computer and that computer program like I've heard the finest teachers described. One student said, "You know that machine doesn't care whether I have a beard or not," and it doesn't. Some students gained certain achievement within a few hours; some took a lot longer. But now the teacher was faced with an interesting problem. As she talked to me about this near the end of the

semester, she said, "You know, it looks like no one is going to fail." She was very pleased, by the way, but it raised an interesting point, because if the program worked well, no one *would* fail. Time was made a variable. George may have taken 30 hours, Clyde may have taken only 15, but they both achieved the same level. We had a control group at Penn State compared to our group, and the group in the computer program reached an average of 30 hours, far fewer than the control group, to achieve the same levels. This rapid rate of achievement resulted because the students, while studying, were giving their full attention to the subject. This was a program that had both visual and audio coordinated with the computer video, and you could relate to that. It was total concentration.

We are having to learn a lot in terms of the different ways students learn. The idea that MWF 9-10 is the only way you learn something, obviously, is being challenged–challenged by students of all ages. Credit by examination, various ways to express and to illustrate knowledge, is what it is all about.

I will conclude by giving the six *C*'s of our concern in terms of credit by examination in English or in any area. They summarize my thoughts about the subject:

1. There has got to be a *communication* of the philosophy involved. The faculty have to buy the basic concept that it is valid for students to show their knowledge, their acquisition of knowledge, in a variety of ways. Not everyone in *this* way. But there has to be the buying of the concept that some students can show *this* way, some need to show *that* way. There has got to be a variety. There has got to be a communication of this philosophy among the departmental faculty, or I don't think it will ever get off the ground.
2. There has to be *concern* for individualization. The faculty have to want the student to be able to accelerate, if he or she can. The programs can be tailor-made as much as possible to help the individual student.
3. The faculty, not the students, have to be *comfortable* with tests–with what tests can do and with what they can't do–and they have to trust them. After all, they are the ones who are making them out.
4. The faculty have to have *confidence* in the scores they use to make their decisions on credit. They have to decide what is best for the student body on that campus. They are the only ones who should decide it. And there are all kinds of help and data (free of charge) that can be given to assist in their decision making.
5. There has to be *consistency* in treatment of students' scores and ways. The faculty have to be very consistent in what they are doing and,

when they do change, if they shift from the scores they are using, the change must be made on the basis of data, information that has been generated and developed with their own students in their own setting.

6. There has to be *clarity* of procedures. The students and the faculty need to know what's going on, when it goes on, how it is counted or why it isn't counted. Otherwise, there is a tremendous possiblity for rumor, unhappiness, and concern.

I commend you for your concern and your interest. I think all of the thrusts of society say that we in the academic world must look at a variety of ways. It was Socrates who said (and I say this for the benefit of those here from CEEB and ETS), "The unexamined life is not worth living." That ought to be your masthead.

I end by paraphrasing the comments on teaching of the philosopher and poet, Kahil Gibran. As we think of examination, credit by examination, and our concerns, I paraphrase him this way: "No examination program can reveal to the student ought but that which already lies asleep in the dawning of his knowledge. If an examination program is indeed wise, it does not bid the student enter the house of its wisdom, but it rather leads the student to the threshold of his own mind."

Lorrin Kennamer is Dean of the College of Education at the University of Texas.

Equivalency Testing in College Freshman English: A Report and a Proposal

I have recently been through a long and multi-wording experience with the English Council of California. You may be familiar with Vernon Hornback's article lambasting the College-Level Examination Program (CLEP), particularly the CLEP English Composition General Examination, which he thought was an inadequate measure of the kind of things which English teachers are trying to get at in their freshman English courses and for which the state had been giving a year's credit. The English Council of California, an organization of the State University System, prevailed upon the chancellor's office for some support to develop a proposal for credit by examination. Dr. Edward White, Chairman of the English Department at California State University of San Bernardino, was chosen by the English Council to undertake this study.

Due to the high interest generated by this report, I wish to share this report with you in its entirety.

Albert Serling

EDWARD M. WHITE

Preface

In the fall of 1971, the California State Colleges began large-scale equivalency testing for entering freshmen at two colleges, using tests developed by the College-Level Examination Program (CLEP)—this program, sponsored by the College Entrance Examination Board (CEEB), is administered by the Educational Testing Service (ETS). After the results had been publicized, serious professional evaluation of the validity, scoring, and administration of the tests began among the faculties; the State College English Council raised a number of objections to the English Composition General Examination in particular, as well as to various

aspects of the program in general. The chancellor's office proved receptive to the English Council's objections and to other questions raised by a series of statewide committees and subcommittees that have considered the Fall 1971 program. In late spring of 1972 the chancellor's office agreed to support a summer study to be undertaken by a committee of the English Council, to investigate equivalency testing in the area of English, and to recommend an appropriate program for use by the now renamed State University and Colleges.

This report is the result of that study. It is not exhaustive, since such a task in this area would have demanded far more time and support than was available. It is an attempt to focus the major issues in such a way as to point to their solution, and it recommends a method of equivalency testing in English which is responsive to our discipline and practical to implement.

This report has passed through a series of drafts and presentations which have made it, in its present form, an expression of the best thinking of the English Council as a whole—perhaps even of the English profession as a whole. Since Spring 1972, when the Council directed me to prepare this report, I have consulted widely with English department and freshman English chairmen throughout California and have corresponded, sometimes at considerable length, with over two dozen specialists in the field elsewhere in the United States and in England. I have kept citations to a minimum throughout the report, which is written for laymen as well as for the professional, so I must thank here the many teachers, writers, and scholars whose published work and whose substantial and thoughtful letters to me have contributed to our findings. I owe a particular debt to Dr. Jess Ritter of California State University, San Francisco, who worked closely with me throughout the study, and to Dr. Albert Serling, Program Director for CLEP, who spent a week in San Bernardino to give us the benefit of his wide experience. The English department chairmen and faculty who participated in the Southern California Advisory Meeting, August 3, 1972, and in the Northern California Advisory Meeting, September 14, 1972, will notice the many improvements made in the report as a result of their suggestions. I am also grateful for the advice given me by William Schaefer, Executive Secretary of the Modern Language Association; Robert Hogan, Executive Secretary of the National Council of Teachers of English; and most particularly Michael Shugrue, Executive Secretary of the Association of Departments of English, who first helped me discover where to turn to dispel my previous condition of happy ignorance about the entire area of testing in English.

I. *Equivalency Testing–The Central Issue*

Equivalency testing has become common practice in higher education and has long been widely accepted, at least in theory, in English departments. All but two of the 46 four-year California colleges and universities responding to the 1971 Association of Departments of English Freshman English Survey, for instance, indicated that there was a way to exempt students from freshman English at their institutions. In addition, the Advanced Placement (AP) program, also administered by ETS for CEEB, is widely accepted as equivalent to college work; a score of 3, 4, or 5 is accepted as six semester units of college credit throughout the State University and College system.[1]

But only recently has equivalency testing been open to very large numbers of students. AP candidates, for instance, are relatively few in number, able and ambitious students, from a limited number of secondary schools; they enroll in specialized courses and generally perform better than college and university students on their examinations and in their subsequent college work. Nonetheless, AP originally encountered considerable faculty resistance and has become widely established and accepted only within the last decade. The CLEP program has greatly expanded opportunities for college credit by examination and hence has once again focused attention on the major theoretical issues raised by such credit. But since such large numbers are involved, the arguments have become particularly heated.

Those who argue for such testing assert that it benefits the individual. No one should be asked to repeat work in college that he has mastered; he should receive credit for what he knows and proceed to appropriate levels of learning.

Those who argue against such testing also assert that the needs of the individual are primary. To substitute mechanical tests of competency for the individual search for excellence is in fact to cheat the student of possibilities for individual growth.

These arguments, which can be and have been developed at great length and which lead to rhetorical heights of passion, point to the practical weaknesses in both positions. Certainly college courses ought not to be rote repetition of what is already known, and certainly equivalency testing ought to lead to more advanced learning. When faculty argue against equivalency testing without much knowledge of available tests, or when testing people proclaim the uselessness of college coursework without knowledge of the innovations and expansion of freshman studies, the conflict becomes severe. An article on CLEP in *The College Board News,*

[1]See a memo entitled "Systemwide Policy on Advanced Placement and Credit" sent by Vice Chancellor Langsdorf to all state college presidents, June 16, 1971.

May 1972, claimed the five general examinations afford freshmen "the opportunity to eliminate one entire year of study and expense," which is a strange and sad way to speak of what is available in higher education. There is plenty of blame to go around for a quarrel which is essentially foolish, and for which students and higher education in general must suffer.

As in so many heated theoretical arguments, both sides are right, since they are talking about different things. Some of the tests that have been used are in fact poor and invalid; no one sensible defends them. Some college courses have apparently not been worth the taking; no one really defends them. But we need not and should not take extreme positions. No one could argue against a program of equivalency testing that satisfies these two conditions:

1. *The tests must be in fact college level ones, valid for their stated purposes, and properly normed—in short, the tests must gain academic respectability similar to that won by the AP program.*
2. *The purposes of the tests must be so clearly seen that no one can take them as a way to cheat students of their education by huddling them through credits to save cash; the tests need to be administered so that they in fact help students develop their fullest individual capacities.*

Everyone stands to benefit from equivalency testing responsibly done.

II. *Equivalency Testing in Freshman English*

The issues discussed in Section I are more or less applicable to all fields of study, but they are most pronounced in the area of freshman English.

It is no wonder that equivalency testing in freshman English is a longstanding problem. The course itself is a longstanding problem, nationwide. It is the most widely required college course (in 1970, 93.2 percent of all four-year colleges and universities required at least one term of English), and a million or more students enroll in freshman English each year in this country. Yet there is relatively little agreement nationwide about what should be in such a course; while the most generally accepted intention is to improve students' ability to write, English teachers now use a large number of different approaches, none of which is demonstrably certain of success. Since the course is itself in such an unsettled state, it is no wonder that so many of the testing programs are confused in purpose and in content.

The sharpest problem for freshman English courses is the one that relates directly to the issue that divides us about equivalency testing: Is the

objective of the course some kind of minimum competence, what Albert Kitzhaber called "immediate therapy for students whose academic future is clouded by their inability to manage the written form of English"? Or is the primary purpose "to focus the student's attention on fundamental principles of clear thinking and effective expression of that thinking"?[2] The view of English as "therapy," as fulfilling its function by imparting correct spelling and other conventional forms of expression, is widely held outside of the profession and even by 48.9 percent of the English departments in the United States.[3] This is the view of the freshman English assumed by most placement tests, with their heavy stress on error-hunting and supposedly correct expression. But over half the profession nationwide and all the English departments in the California State University and College System reject this vision of freshman English, in favor of Kitzhaber's second view. Correct knowledge of formal English, valuable as it is for many purposes, is not all that is taught in our classes; hence such knowledge alone is not sufficient for equivalency. Our freshman English courses are more concerned with developing an awareness of the various levels of usage which are appropriate to various situations than in abstract notions of correctness, and we are far more interested in helping students develop and test ideas in writing than in maintaining the supposed purity of the tongue.

Since freshman English has such varying objectives and definitions, we should not expect any single national test, however reputable, to satisfy the profession as a whole. We need, however, to insist that tests designed to examine minimal competence in mechanics, even when they are sound, no more than touch the periphery of our courses. And we need to define as clearly as possible the objectives of our courses so that better testing programs can emerge. For reasons discussed in Section V, the nineteen institutions in our system have been able to come up with a far greater sense of agreement about objectives than has been possible nationwide.

III. *Strengths and Weaknesses of Objective Testing*

The whole issue of objective testing is so complex, and so much research has been done on it, that to summarize the research risks superficiality and error. Most of the research on this question has been done by ETS, which has been giving English tests to large numbers of

[2]Albert Kitzhaber *Themes, Theories, and Therapy* (New York: McGraw-Hill Book Company, 1963), pp. 2, 3.

[3]According to Thomas Wilcox, reporting on the National Survey of Undergraduate Programs in English, in "The Varieties of Freshman English," in *College English* 6(March 1972): 688.

students since it was established in 1948. Two general conclusions emerge from the various reports produced by the highly capable scholars ETS has employed in this area: (1) only those who know little about testing have unlimited faith in test scores–the specialists are well-aware of the limitations and fallibility of any kind of test; and (2) the best test in composition will combine the most reliable elements of both objective and essay testing.

All evidence shows that both kinds of tests, objective and essay, have important strengths and serious weaknesses; it is important to state here that there is no necessary conflict between essay and objective tests. We would, in fact, argue strongly against any equivalency testing in freshman English that did not include both.

Here are five conclusions that we support in the area of objective testing in freshman English:

A. Most of the objective tests available are poor, some scandalously so. We should not succumb to the feeling that people who make up tests must know what is going on in the field of English; many of them don't. Anyone with knowledge of modern linguistics or dialectology, for instance, would find some of the routine questions about "correctness" or the locating of supposed errors quite absurd. As one reads through test after test, he becomes convinced that the principal skill tested, repeatedly, is the ability to take tests, that is, the ability to discern the point of view of the test maker, and hence to guess shrewdly the "right" answer. No wonder the results on such tests correlate nicely with success in school, which is, after all, normally based on the same skill.

   In short, the well-known deficiencies of multiple-choice testing still weaken most such tests. Here, for one example, is a question from one of the newest and most popular tests in English composition (slightly changed to avoid copyright difficulties); it illustrates the typical bad question still being written:

   English speaking musicians use professionally large numbers of words from which one of the following languages?
   (1) German, (2) French, (3) Spanish, (4) Latin, (5) Italian.

   The test makers are obviously looking in this question for a scrap of information about the ways in which English uses foreign words, in this case the Italian vocabulary, for some aspects of musical notation. Some students may in fact pick up such information in a composition course, though it seems unlikely; but the student most able to fill in the proper square is likely to be the one whose parents wanted to and could afford to give him music lessons as a child.

Those not so privileged (including, no doubt, some fine musicians) are not likely to know the answer, regardless of their writing ability. And someone who knew too much—say a specialist in medieval music—might even give the "wrong" answer, Latin.

At the same time, a few objective tests are noticeably better than the rest, and we ought to guard against uninformed judgments about all objective testing. Sometimes committees responsible for developing a test are wholly informed and up-to-date—sometimes, indeed, they are leaders in the field—and the test itself is sometimes reviewed with such elaborate care that the routine problems of objective testing are largely or wholly removed.

B. Writing ability is a highly complex combination of many skills; objective tests measure some skills analogous to and involved in writing, but they cannot measure all such skills and hence can never be wholly valid. We ought to distrust any objective test that claims to test writing ability in its entirety, and we should inquire suspiciously into the validity of such claims. On the other hand, there are skills which are closely connected with writing ability (for example, size and accuracy of vocabulary, or reading comprehension), which can be measured objectively with a high degree of reliability. We can and should demand that any objective test we use examine particular skills with demonstrated validity, that it be free from the obvious flaws of such tests, such as social bias and ambiguity, and that it not advertise itself as testing more than it in fact does test.

C. Within some important limitations, objective testing can be a highly reliable and economical method of measuring achievement. Paul Diederich, Senior Research Associate at ETS and one of the most experienced scholars in the country on English testing, writes that he usually expects, when measuring a single test against a reliable series of writing evaluations, "a correlation of about .65 with a good reading test, .55 with an objective test of writing skills, and .45 with grades on an essay given by trained readers under close supervision." These are discouraging figures—a correlation below .30 approaches irrelevance; professional designers of objective tests aim for .90 and are distinctly unhappy below .80. But we must recognize the fact, demonstrated repeatedly, that one good objective test will correlate more highly with a student's writing ability (using a series of writing samples as a base) than will one good essay test. This is a convincing argument that the equivalency test we approve should contain an objective section.

D. Since objective tests do not test writing ability directly, but only a few skills that are part of or associated with it, no objective test should be used alone as a measure of writing ability. It is essential that an essay be part of any writing equivalency test that seeks to measure college-level skill.

   Everyone, even the most avid defender of objective testing, knows that some students can do well, or at least passably, on objective tests in writing and yet write abominably. In addition, whenever impersonal testing occurs, there are bound to be occasional instances of cheating, impersonation, and other outrages endemic to a test-oriented society. For these very practical reasons, essay tests are needed to increase the validity and security of the whole testing process.

E. Every English teacher's experience that writing ability is closely akin to reading ability is borne out by correlation studies. (Note that Paul Diederich, as cited above, expects a *higher* correlation with writing ability from an objective writing test. ETS reports tend to confirm his expectation.) This finding supports the common practice of spending much time in freshman English on careful analytic reading of all kinds of writing, including, but not restricted to, imaginative literature. Capable writers are almost always capable readers, and it is reasonable to expect that careful training in reading will help the development of writing ability. Since writing and reading ability is a normal objective of freshman English, a test designed to give college credit in the course must include a substantial reading component. It appears possible to test reading ability with some accuracy by objective examination, and it appears possible to test general reading ability at least in part by the use of a valid and reliable general literature examination. But we must be careful that any reading test we use is college-level and substantive. It is simpler to ask for the correct spelling of Shakespeare's name (though Shakespeare himself would not know) than to obtain and evaluate a response to King Lear's changing relationship to his daughter Cordelia.

IV. *Strengths and Weaknesses of Essay Testing*

We ought to have no illusions about the reliability of essay testing. To be sure, it is the criterion of writing ability; it is the only way to see the real thing. Nonetheless, such tests have many important problems of which we need to be aware.

Perhaps the most significant problem for the reliability of essay tests is the large difference in quality of the essays written by a single student. Yesterday's paper is noticeably worse, or better, than today's and, of today's papers, the one on topic A is far superior to that on topic F. An essay does not measure writing ability as an abstract quality, but a student's ability to write on a certain day under test conditions. It is certainly conceivable that the student whose failing paper you may have read last night could have handed in his paper with a bored sigh of relief and gone home to write his girlfriend in Cucamonga a witty, intelligent, mechanically accurate analysis of the test he had suffered through and of the agonies of the professor who would have to evaluate it.

The second most important problem is the difficulty in achieving reliable grading of essay tests. Even under the most carefully controlled and supervised reading conditions, it is hard to find readers who agree consistently about the quality of given essays. And the studies analyzing results under more usual circumstances, when students are writing on different topics and when we know the identity of the writers, are really depressing.

But it is possible to establish testing and grading conditions to bring the reliability of essay testing to a useful point. It is clear that, as the ETS publication, *The Measurement of Writing Ability* (1966), states, "The combination of objective items (which measure accurately some skills involved in writing) with an essay (which measures directly, if somewhat less accurately, the writing itself) proved to be more valid than either type of item alone."

Finally, it is educationally necessary to require a student to write during any test of writing. We need to validate objective testing by guarding against students who may have learned to perform well on tests, but who cannot write competently. Suppose we were to choose a simple, well-constructed spelling test as the equivalency examination (we won't, of course). The first time we used it, the results might well be acceptable; most (but certainly not all) good writers happen to be pretty good spellers. But the next time, those students who did not "waste" their school years writing, but instead studied spelling, would greatly improve their scores. In time, the exam might well stimulate mindless cramming and devalue the writing act itself. This would be the effect, whatever the combination of skills a nonessay test might examine. *Unless we include an essay test in our examination, we run the danger of defining writing as non-writing, and this would be a position without validity or integrity.*

V. *Equivalency Testing in Freshman English in the California State University and College System*

Conditions are favorable for the development of a responsible and accessible equivalency test in freshman English within the California State University and College System. Not only is the administration of the System on record as urging such testing in general, but the English Council itself has endorsed it in principle. In addition, some of the problems we have listed in relation to freshman English courses and to testing in these courses are much more easily resolved within the System than on a nationwide basis.

For example, the contributions of the English Council to communication among the college departments have led to some general agreement about the objectives of freshman English in our institutions. Again, for various reasons, the English departments of the State University and Colleges have tended to devote a substantial portion of their time and some of their best energies to the development of freshman English. Hence, the nationwide neglect and fragmentation of such courses has not been a major matter here; indeed, creative experimentation, innovation, and the development of new materials in such courses have marked our recent history.

The relative ease of communication among the 19 institutions, the general seriousness and spirit of innovation with which we approach the course, and the substantial size of our combined student bodies all argue for the possibility of a well-planned and appropriateiy financed examination that could have nationwide implications. Indeed, the importance of what we are here undertaking has not escaped the notice of ETS and CEEB; the two organizations have given strong assurances that they will bring their resources, experience, and knowledge to help us accomplish aims so consistent with their public position on credit-by-examination. CLEP has run into some important opposition from faculties, most particularly faculties in English and mathematics, numbers of whom have found the general examinations in these areas unacceptable. In response, ETS and CEEB have recommended various uses of subject examinations in these areas and are developing new examinations in both fields. Those responsible for CLEP are determined to regain the confidence of these faculties. We stand to benefit from a strong working relationship with ETS, which has done most of the valuable research in testing in our field, since this accumulated expertise (though by no means infallible) is an invaluable resource.

The testing program we recommend has four features to it, each of which is discussed below: (a) a coherent statement of the aims and objectives of freshman English; (b) a test, including both objective and essay parts, which is demonstrably responsive to these aims, calls for an appropriate college level of proficiency, and is valid and reliable; (c) administration of the test reliably and professionally; and (d) professional and sensitive use of test results. Such a program is not only academically sound, but financially and technically practical; we propose that it go into operation for the fall of 1973, with initial testing to begin as early as Spring 1973.

A. Aims and objectives of freshman English.

Freshman English calls for development of reading and writing ability—including the effective uses of reference and resource materials—as well as the acquistion of knowledge about the English language. A student should demonstrate the following college-level abilities:

1. The ability to recognize and use appropriate language (rather than merely to classify "errors")
2. The ability to recognize and use the basic processes of clear thought and clear communication
3. The ability to read expository and imaginative writing with understanding

B. The Test: Objective and Essay

The test should contain both essay and objective parts. Six semester units of lower division credit, or its equivalent, should be given for successful completion of an examination of 3 hours, consisting of 90 minutes of objective testing and 90 minutes of a carefully designed essay test.

C. Administration of the test

1. Proposed new CLEP Freshman English Test: Fall, 1974

We have great hopes that the proposed new CLEP Freshman English Subject Examination will be satisfactory for our purposes. We have confidence in the committee of examiners devising the test (Richard Braddock, University of Iowa; Greg Cowan, Forest Park Community College, Missouri; Marianne Davis, Benedict College, South Carolina; and Walker Gibson, University of Massachusetts) and respect the committee's statements about what it is seeking to accomplish. In addition, we

have examined six 45-minute pretests containing approximately 450 questions written by college English teachers to the specifications of that committee. These pretests constitute an item pool from which about 200 questions will be drawn to yield two editions of 90-minute CLEP multiple-choice subject examinations. On the following page are the test specifications developed by the committee of examiners. The questions on the pretests seem specifically designed to avoid the usual faults of short-answer testing and seem generally to examine the kinds of skills we have agreed are among our most important objectives.

In addition, the new CLEP freshman English test includes a 90-minute optional essay section which we can and should require. The committee preferred a required essay section as part of the test itself, but CLEP's policy is to let the decision on requiring the essay rest with the institutional score recipient. Everyone involved in creating the test agrees upon the value of the essay, however. Here is the policy of the CLEP program in relation to essay testing for the new CLEP Freshman English Test:

> The CLEP program can offer a most positive alternative in the special case of this new freshman English test. This will permit and promote the careful, rational use of the optional essay section without penalizing those candidates whose essays would be misused or ignored. If the committee makes its strongest possible recommendation urging recipient English departments to require the essay, the program will develop and distribute widely a special publication, aimed at college faculty members and departments, that will highlight the committee's recommendation. Colleges across the country are in the process of developing policies of credit by examination through CLEP. A strong recommendation by the committee that this test is incomplete without a carefully prepared and graded essay should be, we think will be, welcomed by most recipients of scores. These schools can, should, and will in turn make it clear to individuals seeking credit that the essay is *required by the recipient institution.*[4]

We expect to follow the development of this new test with keen interest and are prepared to recommend its use if it fulfills its promise. We will seek to be included in the norming studies for objective portions of this test in the spring of 1973, and we will explore ways to conduct concomitant norming of the optional essay section for students in our system. We have been assured by

[4]From an ETS memorandum dated July 14, 1972.

CONTENT / SKILLS	I. 40 Multiple-Choice Questions *Reading for Meaning* (Exposition, Poetry, Prose)		II. 40 Multiple-Choice Questions *Manipulation of Language* (Diction, Semantics, Syntax, etc.)		III. 40 Multiple-Choice Questions *Editing and Writing Ability* *Library and Research* (Methods–Modes of Writing)		TOTAL
A. Knowledge	10	Kinds of organization and development–logical, etc.; facts about form	10	Sentence sense and forms; functions of words in contexts	5	Dictionary and research skills; reference sources; language styles	25
B. Comprehension	10	Basic content; understanding ideas and implications; themes and facts	10	Meaning of locutions and utterances; grasping analogies, comparisons and contrasts, etc.	5	Organization; development of paragraphs, meaning, and point of view	25
C. Application			5	Reasoning from the specific to the general; conclusions and deductions	15	Unity, coherence, and emphasis; use of editorial concepts applied to sample writing	20
D. Analysis	10	Tone; figures of speech; identification of voice, purpose, and audience	5	Identification of relationships of words and phrases	15	Tone; audience; suitability of language to purpose; grammar and usage	30
E. Synthesis	10	Judgments about effectiveness, style, and form	10	Making inferences and judgments about form and meaning of words in contexts			20
	6 passages, 2 each (Exposition, prose, poetry); contemporary, relevant materials; 6 to 8 items per passage; 100-300 words per passage		Majority discrete questions; some sets of 2 or 3 on common stimulus; model sentences, etc.		Simulated student's writing; 4 or 5 passages with 4-5 items each; remainder, discrete items based on short stimulus		120

the director of the program that CLEP will make tests available to us for these purposes at no charge and will assist us in our validity studies. Unfortunately, while CLEP designs and provides for an optional essay, the receiving institutions must themselves provide for the grading of the essay question. Therefore, funding from the California State University and College budget will be needed in the 1972-73 fiscal year to establish an organization to read and evaluate essays for this test (or, indeed, for any other); this arrangement must be carefully and professionally set up, so as to assure the reliability and validity of the entire program. We expect to be able to draw upon California faculty experienced in AP and other organized essay grading efforts to assure the professional caliber of this essential operation; ETS specialists in this area stand ready to assist us.

However, because of the elaborate evaluation this new CLEP test will undergo, it will not be available for our use in September 1973. We thus need to choose an acceptable alternative for the year ahead, even as we watch the development of what may well be a CLEP test we can accept without qualms.[5]

2. Analysis and Interpretation of Literature: Fall 1973

We recommend the following as a responsible short-term solution: A three-hour examination consisting of the 90-minute objective CLEP subject examination, Analysis and Interpretation of Literature, and either its 90-minute essay section or one of our own devising.

The disadvantages of this short-term solution are that the test does not deal with composition aside from literature and that no norms have been developed specifically for our student population. The advantages of this proposal, however, are important:

a. The test exists and has been well-received throughout the country and within our system. It contains a highly reliable and valid objective test (according to elaborate studies conducted by ETS) which will serve the necessary measurement function of the objective portion of our test.

b. The literature test, while not ideally suited for all aspects of freshman English, is skewed in the direction of rigor rather than ease. It is a college-level examination.

[5]The Fall 1973 CSUC English Council voted *not* to use the new CLEP test in 1974 but to continue use of the Analysis and Interpretation of Literature test.

c. Reading skill correlates closely with writing skill, and this carefully constructed reading test, along with a 90-minute essay test, is more appropriate for our short-term use than any objective so-called composition test.

d. Two new, up-to-date editions of this test will be available for our use in 1973. These new editions will improve an already impressive test.

e. CLEP has no objections to substituting an essay test of our own devising for the essays on literature which are now part of the examination. We can select appropriate essay questions for our purposes as the testing date approaches, or we can accept those prepared by the CLEP committee (William Vesterman, Rutgers University; W. O. S. Sutherland, University of Texas; Mary Rion Hove, St. Olaf College) with the advice of the ETS test specialists.

3. Essay Grading: Supervision and Expenses[6]

We resolve that the English Council will select a committee with continuing responsibility for supervision of the testing program. We need further reports on the development of the new CLEP Freshman English test, and since there is no national grading system for CLEP essays, we need to supervise the entire process of essay grading.

We propose that the English Council, funded through the chancellor's office, take responsibility for evaluating the student essays written for course equivalency in English. We can, as a body, ensure the integrity, consistency, and quality of essay grading far more effectively than can any other office. Since essay grading is complex and expensive, it is bound to be vulnerable; under our direction it will be less available, less costly, and more reliable than any but a national system such as that used by AP.

The cost of reliably grading large numbers of essays is not prohibitive when measured against the potential savings for students and the system; and when placed against enhanced recruitment of able students, this expenditure in fact becomes a great bargain.

---

[6]On May 12, 1973, 4,071 students took the test described in this section. Of these, 1,362 students passed the test. A committee of the English Council created an essay test composed of two 45-minute questions. Seventy-five professors from all nineteen campuses participated in controlled reading sessions, June 16-20, 1973. A second administration of the test has been funded and will take place on May 11, 1974.

The costs of developing the examinations we recommend are being borne by CEEB; the cost of taking the examination is borne by the cand date seeking credit; the costs of scoring, reporting, and transcript service for the objective test are provided by ETS; the costs of scoring and using the essay section of the test need to be provided by the State of California. During the 1972-73 fiscal year, this cost should, we suggest, be paid by the fund for innovative programs. But after the 1972-73 fiscal year, the faculty staffing formula should provide for the program, which obviously calls for continuing attention from the English Council and for maintaining a pool of trained readers. We hope that costs of grading can be reduced as we gain experience; it may be that the scores on the objective test will be so valid for our purposes that papers of those on the upper and lower end of the scale will not need to be read.

4. Passing Scores

We accept the recommendation of the independent Council on College-Level Examination for the acceptable passing score on the objective part of the test. The Council recommends credit be granted for scores at or above the mean score for "C" students on the CLEP national norm. For the Analysis and Interpretation of Literature test, that is a score of 49, or roughly the fiftieth percentile. (We may wish to use a California rather than a national mean score, when such local norming takes place.) The essay test will need to be scaled by the chief reader and his assistants after the scoring has been done, and the two scores combined.

D. Professional and Sensitive Use of Test Results

1. The Use of Test Scores

The use of test results requires careful attention and planning. Those who have passed the test and received credit for the college course work should be fully informed of the value of what they have achieved in *academic* and *developmental* terms—not merely in mechanical or financial language; they should be urged to take more advanced work in English in order to develop their capacities further. Thus, the placement value of this kind of testing should be exploited, even if course equivalency is the major purpose.

The individual colleges and universities should also retain flexibility in the use of test results, even if credit is granted

systemwide. A student who does not succeed in passing the equivalency examination may wish to apply for a challenge examination at his own institution; he should have the opportunity to do so, if the institution wishes to continue offering such tests on a local basis.

The student should have the option of how he will use credit gained by examination. The experience of AP students is illustrative in this regard; these students, with their head start, take more college units than do students without AP credit. Certainly, careful and sensitive counseling, advisement, and guidance are essential to this program, and not only for those likely to be successful in it. Those with little chance of success ought not to be encouraged to take tests covering college-level work they do not know; those succeeding at the tests should be encouraged and guided in their self-motivated quest for learning. Decisions, however, must always rest with the student, and each institution should seek to develop appropriate ways to help the student decide wisely.

2. The Colleges and the Schools

Since it is not to be expected that most, or even many, high school graduates will in fact have accomplished college-level work in English without special training, no equivalency test program is complete without close liaison between the colleges granting credit and the schools. For a college-level equivalency program to succeed for more than a few individuals with unusual training or talents, the high schools will need help and support in providing formal college-level opportunities for all students who may profit from such opportunities. Such an innovative approach requires not only subject field communication between the colleges and the schools, but also a deliberate program of action on the part of the chancellor's office and the State Department of Education. We urge those agencies to initiate and foster a large-scale effort to assist the schools in establishing appropriate curricular offerings, so that the equivalency program we recommend can in fact be open to all potentially qualified students.

VI. *How Equivalent Is Equivalency?*

Even as we endorse equivalency examinations and proceed in all good faith to administer them, we need to reassert the value of our freshman

English programs. After all, only a small percentage of our entering freshmen are likely to have learned college-level skills in our field, and even some of those receiving credit may well seek to take freshman English in order to receive the less measurable benefits of the course.

Freshman English, as well as many other college courses, offers various experiences that have little to do with measurable skills, and yet that can be of great educational value to students. For example, as Thomas Wilcox puts it, "the English class may offer the freshman his only opportunity to participate in the free exchange of ideas and to confer with a professional intellectual. This may be the best reason for limiting the size of freshman English classes and, indeed, the chief justification of freshman English itself."[7] At a time when humanizing higher education has become much more than a slogan, we should not overlook the humanizing effect of a good freshman English course. "Students often testify, as they look back, that their freshman English course first brought their minds to life. . . . Because freshman English classes are still relatively small in most institutions, the instructor is often able to provide individual help for the student; he often becomes a counselor as well as a teacher, just because he is less remote than the lecturer in the large introductory courses."[8]

If equivalency becomes one more mechanical device to turn education into processing, we will have done our students and our society a significant disservice, even if we have saved them some cash.

If equivalency becomes a simple matter of certifying minimal competency, without a concomitant push for achievement of individual excellence, we will have denied our mission.

We need to hold fast to our purpose as educators of individual students, even as we must get involved in the machinery of testing for units. The surest way for us to keep equivalency testing to its stated purpose of fostering and individualizing education in our field is for us to supervise directly a responsible professional program such as the one we here propose. Our aim, after all, is to help students educate themselves; we should expect that students will continue to come to us for the best we have to offer, and we can certify their achievements in various ways. Equivalency test scores may well be equivalent to our course grades, but the full and rich experience of language and literature, however measured, has no equivalency.

---

[7]Wilcox, op. cit., p. 687.

[8]Robert Gorrell, "Freshman Composition," in *The College Teaching of English*, edited by John Gerber (New York: Appleton-Century-Crofts, 1965), p. 92.

Objective Tests in Freshman English

The following objective tests were made available by publishers for examination by the writers of this report. The College Proficiency Examination Program (CPEP) examinations created and used by the University of the State of New York were not made available; there are, no doubt, other tests in use, or *in potentia*, that we have not seen. We did, however, attempt to examine every widely available test designed for freshman English.

- American Guidance Service, Circle Pines, Minnesota
  - Essentials of English Test (forms A and B), by Dora V. Smith and Constance M. McCullough, rev. 1961 by Carolyn Greene
- Bobbs-Merrill, New York
  - Analytic Survey Test in English Fundamentals (form 4), by J. Helen Campbell and Walter Scribner Cuiler
- Bureau of Educational Measurements, Emporia, Kansas
  - Barret-Tyan English Test (forms I, II, III, VI, 1948, 1954)
  - Barrett-Ryan-Schrammel English Test (forms EM, DM)
  - Hoskins-Sanders Literature Test (forms A, B)
  - Walton-Sanders English Test (Test I, form B; Test II, forms A, B)
- Educational Testing Service, Princeton, New Jersey
  - CLEP General Examination, English Composition
  - CLEP Subject Examinations
    - English Composition
    - American Literature
    - English Literature
    - Analysis and Interpretation of Literature (six forms)
    - Freshman English (six pretests)
  - Undergraduate Program (UP)
    - Literature Test
    - European and American Literature Test (modular complement to the Literature Test)
  - Cooperative English Tests (forms 1A and PM)
- Harcourt, Brace and World, New York
  - Missouri College English Test, by Robert Callis and Willoughby Johnson (form B)

Edward M. White is Chairman of the Department of English at California State College, San Bernardino. Albert Serling is Program Director of the College-Level Examination Program, Educational Testing Service.

English and Equivalency Testing

JAMES BALLOWE

Politics of CLEP and Other Equivalency Examinations: Resolutions of ADE–Bradley Conference*

The Association of Departments of English (ADE)–Bradley Conference on the College-Level Examination Program (CLEP) was conceived following the San Francisco ADE Seminar in Interdisciplinary Studies which urged the executive committee of the Modern Language Association (MLA) to evaluate CLEP in a special seminar at the 1972 MLA convention and urged that NCTE and the Conference on College Composition and Communication (CCCC) give the matter further study. In the past year the issue has been debated throughout the country in such national forums as the MLA in New York and CCCC in New Orleans and in regional conferences such as those held at Texas A&M University, the University of Florida, and Bradley University. The grass roots of the English profession is obviously concerned, though belatedly, about an issue it finds is forcing the greatest alteration of the profession since Barrett Wendell began assigning daily themes on the half-sheet at Harvard College in the 1890s, a practice about which his colleague George Santayana observed, "You learned nothing except what to think about what you happened to know." A few people in the country have made themselves experts on equivalency examinations, most notably Edward White, Chairman of the Department of English, San Bernardino,[1] and Albert Serling, Program Director of CLEP for the Educational Testing Service (ETS). Both men defined the issues at the outset of the Bradley Conference. Their remarks were models of precise and informative debate

[1]See his essay, "Equivalency Testing in English," *ADE Bulletin* (March 1973): 12-17.

*Reprinted, by permission, from *ADE Bulletin*, No. 38 (September 1973): 26-28.

on an academic process which transcends the immediate issue of equivalency examinations. They know together what the entire profession must learn quickly if it is to avoid instant mediocrity and internal dissent: that innovation is a fact of life in higher education and that, to insure its responsible acceptance and implementation, all constituencies—testing services, CEEB, university governing boards, administrators, the academic discipline—must be informed, mutually respectful, and communicative with one another. This is what participants in the ADE-Bradley CLEP Conference learned in their two days of discussion and formulation of resolutions on the uses of equivalency examinations.

The following resolutions have been adopted by the Bradley Conference on the Politics of CLEP and Other Equivalency Examinations:

1. The main purpose of equivalency examinations is to give credit to students who have so used their efforts in the past that they can be exempted from courses that typical students need. The purpose is *not* to reduce the costs to the students or institution at the expense of the student's education.

2. A standardized equivalency test should not be considered as if it were the final examination for a particular course at a particular institution, but as an examination which a student, from any institution, who is competent in the area would be expected to pass. Students should be informed that they are not expected to know the answer to every question in an equivalency examination.

3. It is the primary responsibility of the department concerned to determine what equivalency examinations should be used in the department's area and what cutting scores should be used to grant exemption and credit. If the institution is considering CLEP, the department should study carefully both the General and Subject Examinations in its area.

   Examinations should be adopted only for a specified time and their use should be reviewed and re-evaluated at the end of the specified time.

4. Equivalency examinations in English must include student writing. Further, the English department should periodically review its evaluations of some representative student essays with the appropriate administrator or a committee of faculty from other departments to insure and demonstrate that the evaluations are reasonable.

5. Since equivalency tests are now available which test traditional subjects and traditional modes of learning, new tests should be developed to meet the needs of the non-traditional students, particularly older students and those from minority groups.

6. In fairness to all students, policies and standards regarding credit and exemption by examination should be clearly stated in the catalogue, including cut-off scores employed in assessing credit or exemption of incoming students.

7. The College Entrance Examination Board is urged to discard the present General Examination in English Composition on the grounds that this test, as it is now designed, puts the major part of its emphasis on identifying deviations from pedantic written usage and does almost nothing toward measuring an ability to produce forceful, effective writing. The present test, therefore, not only gives credit to those whose social, economic, and racial backgrounds have made them comfortable in the test dialect and who can copyread successfully, but it also misleads those who take the test about the actual purpose of most freshman English courses by continuing to embrace values and attitudes about which the profession has raised serious objections. We also urge that a test similar to the new subject examination in English composition, which hopefully is a more appropriate measure of writing ability for a wider section of the American public, be substituted for the present General Examination.

8. Accepting the fact that it is not sound education to have courses and programs shaped by examination, institutions must consider with great care the effects that equivalency examinations will have on current and projected programs.

9. No department should offer credit by examination unless members of that department take the examination themselves.

10. Any publisher, institution, or corporation which offers shoddy descriptions of the examinations or schemes such as crib books or intensive classes intended to help a candidate pass the tests without mastering the material in the fullest and best educational sense is to be condemned.

11. The Association of Departments of English in collaboration with other appropriate professional organizations should establish promptly a committee to draw up ground rules for departmental administration of programs in equivalency testing.

12. The appropriate professional organizations (such as National Council of Teachers of English, Conference on College Composition and Communication, Association of Departments of English, College English Association, and College Language Association) should assist the College Entrance Examination Board and Educational Testing Service by recommending expert consultants who can help to identify

the kinds of equivalency tests needed in English as well as the kinds that are neither needed nor useful.

13. Future conferences to consider credit by examination should be attended by significant numbers of students for whom the examinations are intended.
14. Future conferences to consider credit by examination should be attended by significant numbers of members of minority groups.
15. Appropriate national organizations should convene conferences on the objectives of freshman English courses and programs as well as conferences on equivalency testing and its effect upon secondary and college education. These organizations should also convene workshops to train teachers in the standards and procedures for creating effective essay questions and reliably evaluating them. Further, the Bradley Conference urges that, to better define the issues and obtain a national consensus, interdisciplinary communication be established on a national level among those disciplines most affected by institution testing.

The following proposal was referred to the Association of Departments of English and to the Junior College Committee with the confidence that each group will study it and, if possible, make a joint resolution:

> If a student is granted exemption or credit on the basis of a standardized test, the transcript should record the name of the test and the standard score, as well as the results of the essay, not with the notion of rejecting the credit but for the purpose of enabling the receiving institution to better counsel the incoming student.

James Ballowe is Chairman of the Department of English at Bradley University.

FORREST D. BURT
SYLVIA KING

Testing Practices in English

The chart in the envelope on the inside back cover reports the responses to a Texas A&M University questionnaire on credit by examination. The questionnaire was sent to selected colleges in a four-state area (Arkansas, Louisiana, Oklahoma, Texas). Its intention was to examine and compare the wide range of credit by examination programs, as indicated by the responses in the spring of 1973.

Following is a list of the colleges within their respective states. The number beside the college refers to that college's number on the chart.

Arkansas

1 Arkansas College
2 Arkansas Polytechnic College*
3 Arkansas State U. Beebe Branch*
4 College of the Ozarks*
5 Henderson State College*
6 Hendrix College*
7 John Brown University*
8 Southern Baptist College*
9 Southern State College
10 State College of Arkansas*
11 University of Arkansas*
12 University of Arkansas at Little Rock

Louisiana

13 Centenary College of Louisiana
14 Delgado Junior College
15 Louisiana College
16 McNeese State University
17 Northwestern State University
18 St. Mary's Dominican College

Oklahoma

19 Bethany Nazarene College*
20 Central State University
21 Claremore Junior College
22 Langston University
23 Murray State College
24 Northeastern State College
25 Northern Oklahoma College*
26 Oklahoma Baptist University
27 Oklahoma College of Liberal Arts
28 Southeastern State College
29 Southwestern State College*
30 University of Tulsa*

Texas

31 Abilene Christian College
32 Alvin Junior College**
33 Amarillo College*
34 Angelo State University
35 Baylor University
36 Bee County College
37 Blinn College*
38 Brazosport College
39 College of the Mainland*
40 Concordia College*
41 Del Mar College

42 Dominican College
43 East Texas Baptist College
44 East Texas State University
45 Galveston Junior College
46 Hardin-Simmons University
47 Houston Baptist College*
48 Howard Payne College
49 Kilgore College*
50 Lamar University
51 Laredo Junior College*
52 Lee College*
53 Lon Morris College
54 Lubbock Christian College
55 Mary Hardin-Baylor College*
56 McLennan Community College
57 McMurray College*
58 Navarro Junior College
59 North Texas State University
60 Odessa College*
61 Our Lady of the Lake College
62 Pan American University
63 Paris Junior College*
64 Ranger Junior College
65 Rice University*
66 Sam Houston State University
67 San Jacinto College*
68 South Texas College*
69 Southwest Texas Junior College
70 Southwest Texas State University
71 Southwestern University*
72 Southwestern Union College
73 St. Edward's University
74 St. Mary's University
75 Stephen F. Austin State University
76 Sul Ross State University*
77 Tarleton State College
78 Tarrant County Junior College (NE)*
79 Temple Junior College
80 Texas A&I University
81 Texas A&M University**
82 Texas Christian University
83 Texas Lutheran*
84 Texas Southmost College*
85 Texas Tech University
86 Trinity University
87 University of Houston*
88 University of St. Thomas
89 University of Texas at Arlington
90 University of Texas at Austin
91 University of Texas at El Paso*
92 The Victoria College*
93 West Texas State University

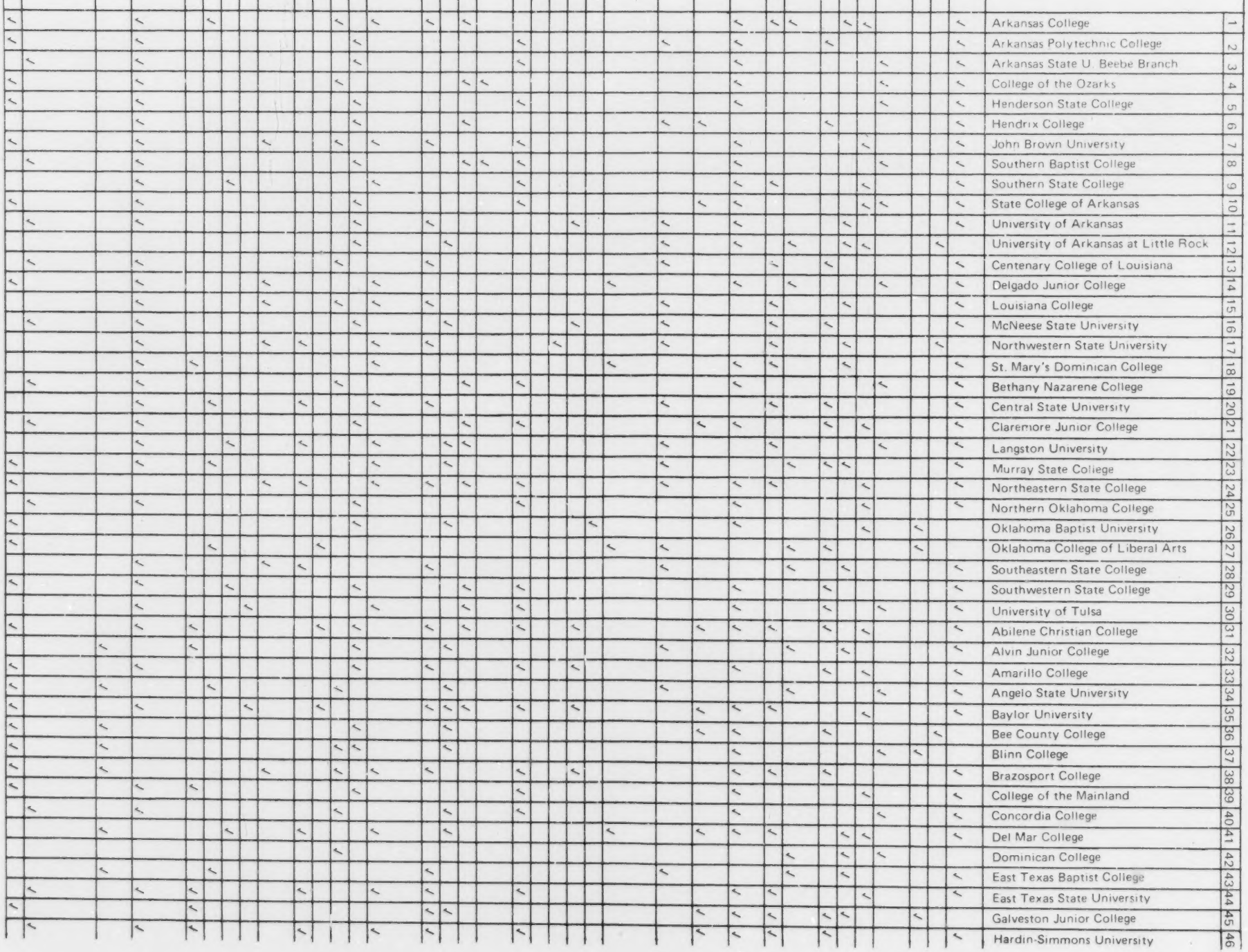
*Uses standardized test only.

**Does not include grades received through credit by examination in the student's grade point average.

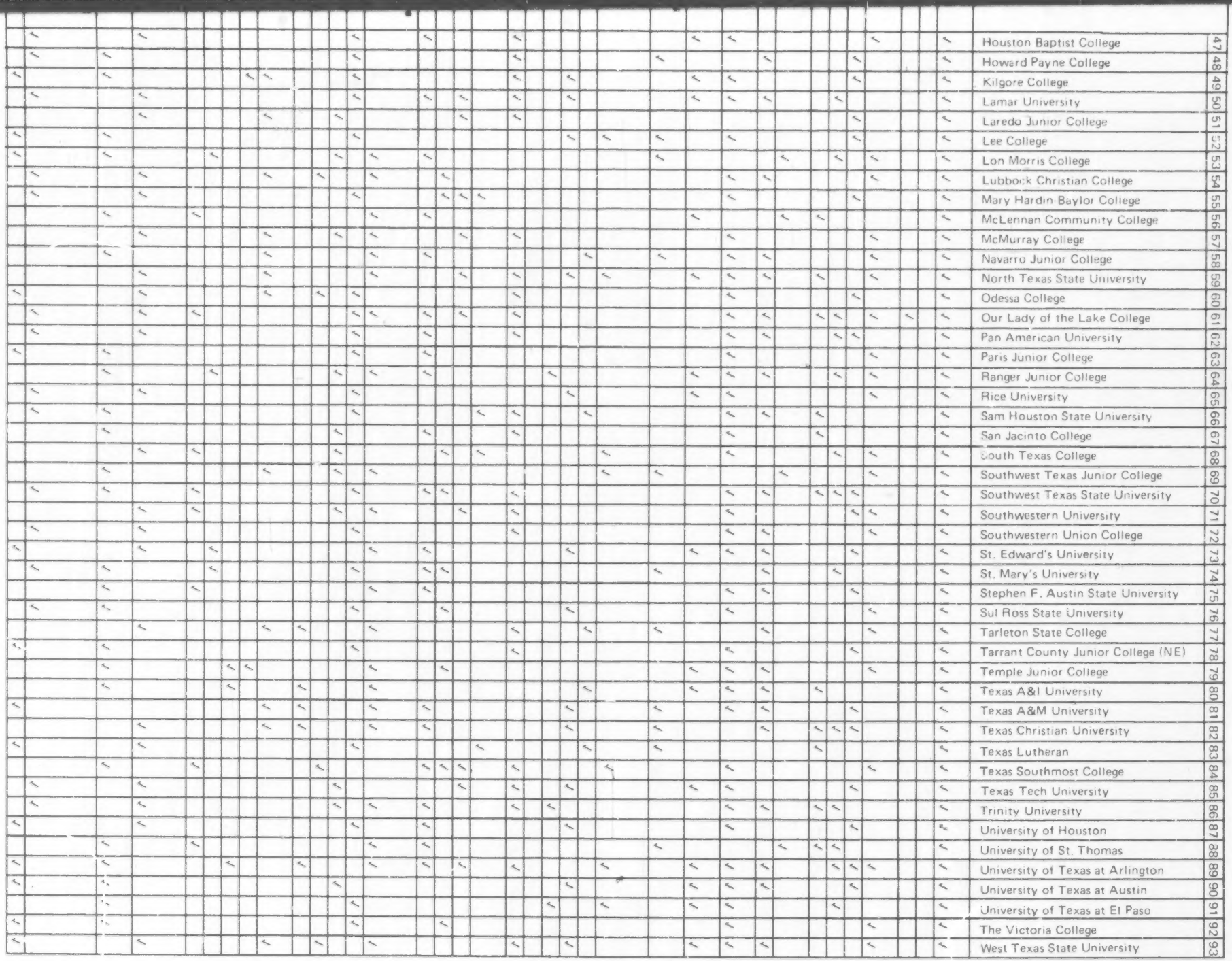
Testing Practices in English: The Use of Credit by Examination

Results of a questionnaire sent to selected colleges in a four state area by Forrest D. Burt and Sylvia King.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
	Arkansas College	Arkansas Polytechnic College	Arkansas State U. Beebe Branch	College of the Ozarks	Henderson State College	Hendrix College	John Brown University	Southern Baptist College	Southern State College	State College of Arkansas	University of Arkansas	University of Arkansas at Little Rock	Centenary College of Louisiana	Delgado Junior College	Louisiana College	McNeese State University	Northwestern State University	St. Mary's Dominican College	Bethany Nazarene College	Central State University	Claremore Junior College	Langston University	Mercy-Sears College
General policy on granting college credit																							
Do on basis of examination	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓	✓	✓
Do not on basis of examination												✓					✓						
Only grant placement, without credit, on basis of examination																							
Persons interested students should contact																							
Registrar			✓	✓	✓			✓		✓				✓					✓			✓	
Director of testing center	✓						✓		✓	✓		✓									✓		
Department chairman in which credit is sought	✓										✓	✓			✓		✓	✓					✓
Other		✓				✓							✓			✓				✓	✓		✓
Examinations used																							
Developed by our faculty	✓											✓		✓									✓
Both our own examinations and standardized tests	✓								✓				✓		✓	✓	✓	✓		✓		✓	
Test usage policy																							
Have an established policy of definite scores to determine placement or credit	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓		✓				✓	✓		✓		
Scores are published in our catalog and automatically apply to any student seeking advanced placement						✓				✓											✓		
Each department reviews its own applications for advanced placement and makes its own decisions; these standards are not published		✓				✓					✓	✓	✓		✓	✓	✓			✓		✓	✓
For a prospective student to qualify for advanced placement in English in your department, he must submit a satsifactory score on:																							
The verbal portion of the Scholastic Aptitude Test (SAT) of the CEEB														✓				✓					
Both the verbal and quantitative portions of the SAT																							
The CEEB English Composition Test											✓					✓							
The CEEB English Composition Test and the verbal portion of the SAT																	✓						
The CEEB English Composition Test and both SAT scores of the CEEB																							
The College-Level Examination Program (CLEP) English Composition Test		✓	✓		✓		✓	✓	✓	✓									✓		✓		
The CLEP English Composition Test and the verbal and/or the quantitative SAT portions of the CEEB				✓				✓															
The CLEP English Literature Test	✓			✓		✓		✓											✓		✓	✓	
The American College Testing battery												✓				✓						✓	✓
Other	✓						✓				✓		✓		✓		✓			✓			
In addition to requiring the satisfactory score(s) on one or more of the tests in the question above, do you require the student to submit a writing sample?																							
Yes	✓						✓		✓					✓	✓		✓	✓		✓		✓	✓
No		✓	✓		✓	✓		✓		✓	✓	✓				✓					✓		
Only for the first course in the composition sequence	✓			✓			✓						✓		✓				✓				
Only for the second course																							
For both courses																	✓			✓		✓	
If the student submits a writing sample to the department, who reads the paper?																							
The Committee on Freshman English							✓							✓	✓		✓						
Junior members of the full-time English staff																							
Senior members of the full-time English staff									✓													✓	
All members of the full-time English staff	✓																			✓			✓
Other																		✓					
If the student qualifies for credit, does he receive a letter grade in addition to credit for the course?																							
Credit only	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Both a letter grade and credit, and the grade is used in computing the student's grade-point average for graduation																							
If the prospective student need not submit a writing sample, may he receive credit for more than one course in the freshman composition sequence, assuming that your program in freshman English emphasizes writing skills both semesters?																							
Yes			✓					✓			✓		✓			✓			✓		✓		
No	✓	✓		✓	✓		✓			✓				✓									✓


Arkansas College
Arkansas Polytechnic College
Arkansas State U. Beebe Branch
College of the Ozarks
Henderson State College
Hendrix College
John Brown University
Southern Baptist College
Southern State College
State College of Arkansas
University of Arkansas
University of Arkansas at Little Rock
Centenary College of Louisiana
Delgado Junior College
Louisiana College
McNeese State University
Northwestern State University
St. Mary's Dominican College
Bethany Nazarene College
Central State University
Claremore Junior College
Langston University
Murray State College
Northeastern State College
Northern Oklahoma College
Oklahoma Baptist University
Oklahoma College of Liberal Arts
Southeastern State College
Southwestern State College
University of Tulsa
Abilene Christian College
Alvin Junior College
Amarillo College
Angelo State University
Baylor University
Bee County College
Blinn College
Brazosport College
College of the Mainland
Concordia College
Del Mar College
Dominican College
East Texas Baptist College
East Texas State University
Galveston Junior College
Hardin-Simmons University

	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70
	Houston Baptist College	Howard Payne College	Kilgore College	Lamar University	Laredo Junior College	Lee College	Lon Morris College	Lubbock Christian College	Mary Hardin-Baylor College	McLennan Community College	McMurray College	Navarro Junior College	North Texas State University	Odessa College	Our Lady of the Lake College	Pan American University	Paris Junior College	Ranger Junior College	Rice University	Sam Houston State University	San Jacinto College	South Texas College	Southwest Texas Junior College	Southwest Texas State University
General policy on granting college credit																								
Do on basis of examination	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Do not on basis of examination																								
Only grant placement, without credit, on basis of examination															✓									
Persons interested students should contact																								
Registrar	✓						✓	✓			✓	✓	✓		✓		✓	✓	✓			✓	✓	
Director of testing center		✓	✓		✓	✓			✓					✓		✓								✓
Department chairman in which credit is sought				✓			✓			✓			✓		✓	✓		✓		✓	✓			✓
Other																								
Examinations used																								
Developed by our faculty							✓			✓													✓	
Both our own examinations and standardized tests		✓		✓				✓				✓	✓		✓	✓		✓		✓				✓
Test usage policy																								
Have an established policy of definite scores to determine placement or credit	✓		✓	✓		✓		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
Scores are published in our catalog and automatically apply to any student seeking advanced placement	✓		✓	✓						✓			✓					✓	✓					
Each department reviews its own applications for advanced placement and makes its own decisions; these standards are not published		✓				✓	✓					✓											✓	
For a prospective student to qualify for advanced placement in English in your department, he must submit a satisfactory score on:																								
The verbal portion of the Scholastic Aptitude Test (SAT) of the CEEB						✓							✓									✓	✓	
Both the verbal and quantitative portions of the SAT												✓								✓				
The CEEB English Composition Test			✓	✓		✓							✓						✓					
The CEEB English Composition Test and the verbal portion of the SAT																		✓						
The CEEB English Composition Test and both SAT scores of the CEEB																								
The College-Level Examination Program (CLEP) English Composition Test	✓	✓	✓	✓	✓						✓		✓	✓	✓	✓				✓	✓			✓
The CLEP English Composition Test and the verbal and/or the quantitative SAT portions of the CEEB									✓											✓		✓		
The CLEP English Literature Test				✓	✓				✓		✓		✓		✓									
The American College Testing battery								✓	✓													✓		✓
Other	✓			✓			✓			✓		✓			✓	✓	✓	✓			✓			✓
In addition to requiring the satisfactory score(s) on one or more of the tests in the question above, do you require the student to submit a writing sample?																								
Yes							✓	✓		✓	✓	✓	✓		✓			✓					✓	
No	✓	✓	✓	✓		✓			✓					✓	✓	✓	✓		✓	✓				✓
Only for the first course in the composition sequence					✓		✓				✓							✓			✓	✓	✓	
Only for the second course								✓						✓										
For both courses																								
If the student submits a writing sample to the department, who reads the paper?																								
The Committee on Freshman English			✓		✓			✓			✓	✓	✓	✓									✓	
Junior members of the full-time English staff			✓																					
Senior members of the full-time English staff																								
All members of the full-time English staff							✓											✓						
Other									✓						✓							✓		✓
If the student qualifies for credit, does he receive a letter grade in addition to credit for the course?																								
Credit only	✓			✓	✓			✓	✓		✓		✓	✓	✓	✓			✓			✓		
Both a letter grade and credit, and the grade is used in computing the student's grade-point average for graduation		✓	✓			✓	✓			✓		✓					✓	✓		✓	✓		✓	✓
If the prospective student need not submit a writing sample, may he receive credit for more than one course in the freshman composition sequence, assuming that your program in freshman English emphasizes writing skills both semesters?																								
Yes	✓	✓		✓			✓	✓							✓	✓			✓	✓				✓
No			✓			✓	✓							✓			✓							


Houston Baptist College 47
Howard Payne College 48
Kilgore College 49
Lamar University 50
Laredo Junior College 51
Lee College 52
Lon Morris College 53
Lubbock Christian College 54
Mary Hardin-Baylor College 55
McLennan Community College 56
McMurray College 57
Navarro Junior College 58
North Texas State University 59
Odessa College 60
Our Lady of the Lake College 61
Pan American University 62
Paris Junior College 63
Ranger Junior College 64
Rice University 65
Sam Houston State University 66
San Jacinto College 67
South Texas College 68
Southwest Texas Junior College 69
Southwest Texas State University 70
Southwestern University 71
Southwestern Union College 72
St. Edward's University 73
St. Mary's University 74
Stephen F. Austin State University 75
Sul Ross State University 76
Tarleton State College 77
Tarrant County Junior College (NE) 78
Temple Junior College 79
Texas A&I University 80
Texas A&M University 81
Texas Christian University 82
Texas Lutheran 83
Texas Southmost College 84
Texas Tech University 85
Trinity University 86
University of Houston 87
University of St. Thomas 88
University of Texas at Arlington 89
University of Texas at Austin 90
University of Texas at El Paso 91
The Victoria College 92
West Texas State University 93

ERIC Clearinghouse on Reading and Communication Skills
National Institute of Education

National Council of Teachers of English
1111 Kenyon Road, Urbana, Illinois 61801